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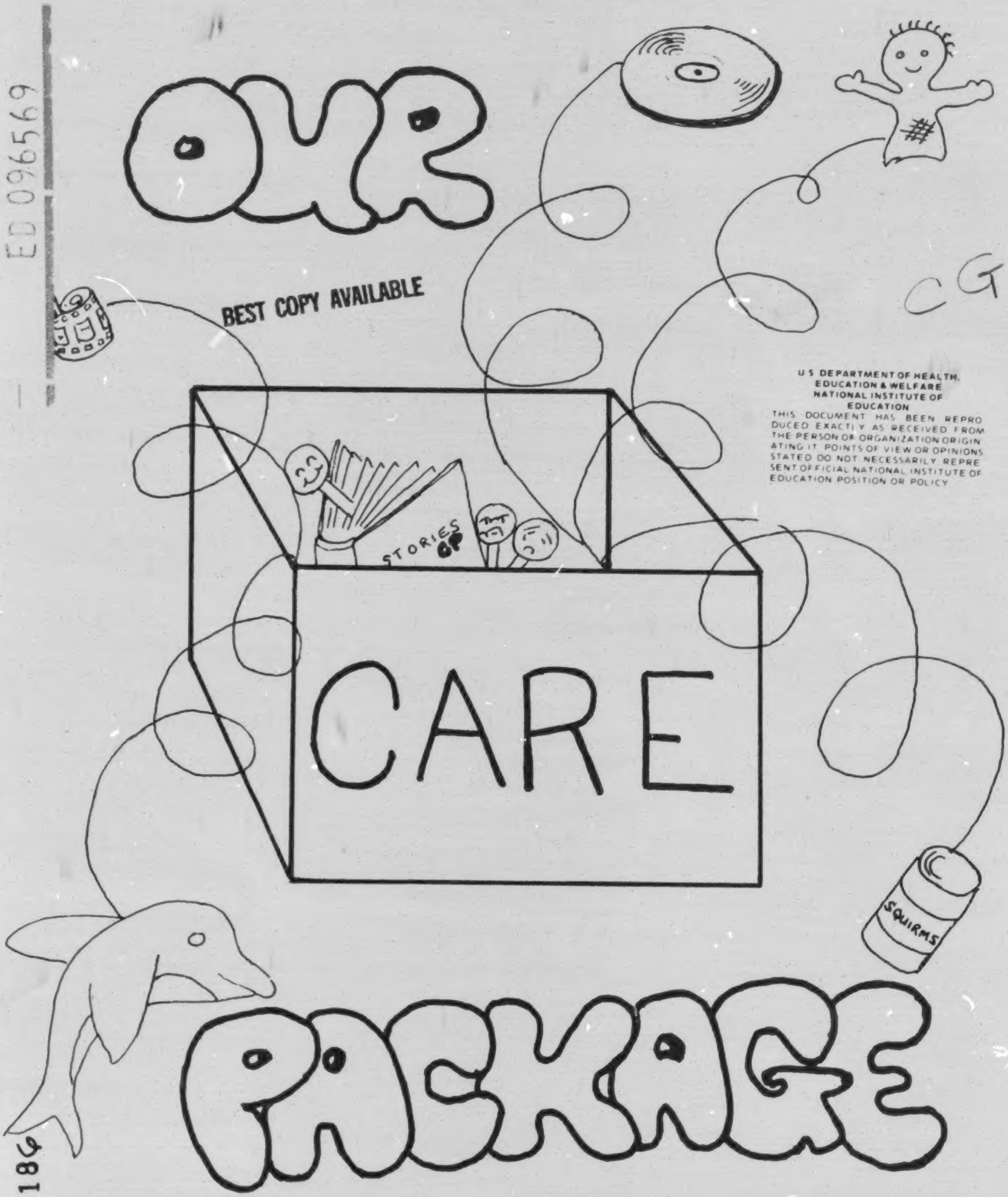
ABSTRACT

This book represents a sharing on the part of several counselors working in elementary schools in Pinellas County, Florida. It describes some of the favorite group activities as selected by counselors. Most of the activities can be used with class-size groups; several are designed for smaller groups of children. These suggestions, however, are in no way meant to be a "package" to be used as a unit. They are, instead, intended only as samples of procedures and techniques that have worked for some counselors. Some topics covered through the activities are interpersonal relationships, feelings, values, decision making, career choice, and personal growth and development. All activities are clearly described and divided into age ranges for which they are appropriate. (Author/HMV)

ED 096569

School Board of Pinellas County, Florida

OUR CARE PACKAGE



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OUR

Cookbook of Activities, Resources, and Experiences

PACKAGE

OF

DEVELOPMENTAL GUIDANCE

FOR

THE ELEMENTARY SCHOOL

Fall, 1973

School Board of Pinellas County,
Florida
Gus Sakkis, Superintendent

Assistant Superintendent for Pupil Services. . . . . . Dr. Fred W. Hoffman

Director, Pupil Services Demonstration Project . . . . Dr. Ralph E. Bailey

Supervisor of Guidance . . . . Dr. Harry A. Danielson

Secretary. . . . . Gertrude Nehrenz

Pupil Services Division
1895 Gulf-to-Bay Blvd.
Clearwater, Florida 33515

Pupil Services Demonstration Project
All Children's Hospital
801 Sixth Street South
St. Petersburg, Florida 33701

INTRODUCTION

This booklet represents a sharing on the part of several counselors working in elementary schools in Pinellas County during 1971-72 and 1972-73. It represents some of the "favorite" group activities as selected by counselors. Most of the activities can be used with class-size groups; a few are designed for smaller groups of children.

The reader is cautioned that these suggestions are in no way meant to be a "package" to be used as a unit. They are instead intended as samples of procedures and techniques that have "worked". We realize that this "cookbook" approach is probably not as helpful as a neatly-packaged, well-integrated sequence of activities but believe, nevertheless, you'll find some useful "recipes" here.

Good luck - we hope you'll find our CARE package useful and will want to add your favorite "recipe" to these and share it with others. We hope you "care" too!

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Gwen Blavat Grade Level: K-2

"INTRODUCTION OF COUNSELOR"

Objectives: (student--centered)

To become aware of the counselor's role in the school.

To establish a relationship with the counselor.

Materials:

Happy Hamster (large stuffed animal)

Procedure:

Introduce self and discuss role:

"Does anyone know what a counselor does?"

"A counselor is not a teacher, but is here to help your teacher help you to be happy. Your teacher is your friend and your counselor is your friend, too. We both want you to be happy."

Sing and pantomime Getting to Know You

Getting to know you,
Getting to know all about you.
Getting to like you,
Getting to hope you like me.

Haven't you noticed
Suddenly I feel kind of breezy
Because of all the wonderful and new
Things I'm learning about you
Day by day.

Let each child pet "Happy Hamster" and tell his name to Happy.

Ask for volunteers to tell what makes them happy.

Sing and pantomime If You're Happy

If you're happy and you know it,
clap your hands. (clap-clap)
If you're happy and you know it,
clap your hands. (clap-clap)
If you're happy and you know it,
then your face will surely show it.
If you're happy and you know it,
clap your hands. (clap-clap)

Verse 2 -- .... nod your head.
Verse 3 -- .... tap your toe.
Verse 4 -- .... do all three.

Susan Reed Grade Level: K-2

"WHO IS IT? GAME"

Objectives:

To develop an awareness of individual differences among people, i.e. a realization that no two people are exactly alike.

To enhance the self-concept of each child, as he realizes each person is unique.

Materials:

No materials are necessary for this activity.

It could, however, follow materials focusing on self-concept, such as:

"The Joy of Being You" (filmstrip - Kindle Series - Unit I - Who Am I? , Scholastic Book Service, 904 Sylvan Avenue, Englewood Cliffs, New Jersey 07632)

"Peekaboo Emu" (Unit VI/Cycle D of DUSO Kit - Developing Understanding of Self and Others published by American Guidance Service, Inc., Publishers' Building, Circle Pines, Minnesota 55014)

"Who Do You Think You Are?" (record and filmstrips, Guidance Associates, Pleasantville, N. Y.)

In addition, materials stressing individual differences could be the stimulus for this activity such as:

"The Fairfield Fire Department" (Unit I/Cycle B of the DUSO Kit, mentioned above)

Procedure:

The counselor will first explain the rules of this game.

The children will be told that they will take turns describing someone else in the class. (It is often a good idea to have the child who is describing a classmate to close his eyes, to avoid the tendency to look at the person.) At first, the children seem to focus on clothing only. The counselor can encourage the children to mention other things, such as what the person likes to do; his physical characteristics; what he does well, etc. Encouraging the children to stress "good" or "nice" things about the person is helpful.

After the child has described someone else, he will open his eyes, and call on those who think they know who he was describing.

The child who guesses correctly will be next at describing another person.

Follow-up Activities:

This activity can be utilized several times throughout the year. The children are very excited about the "game" aspect of this activity, and become very skilled at better descriptions of others. All children who performed this activity constantly asked to play the "Who Is It?" game. In addition, the classroom teacher could easily lead this activity in order to stress the original objectives of individual differences and developing the child's self-concept.

Gwen Blavat Grade Level: K-2

"KINDNESS TO OTHERS"

Objective:

To become more aware of ways to be kind to others.

Materials:

Crayons, paper.

Procedure:

Ask volunteers to pantomime being kind on the playground.

Have the class guess what the action is. (Other situations might include kindness in the classroom; on the bus; at home.)

Play a game such as Lobby Loo "to show that we know how to be kind when we play."

Illustration - ask each child to draw himself being kind to someone. When finished, have each child show his picture to the class and tell about it.

Gwen Blavat

Grade Level: K-2

"BROTHERHOOD"

Objective:

To accept and appreciate everyone as a person of worth.

Materials:

Paper - black and assorted colors.
Scissors, paste.
Book - McGovern, Ann. Black is Beautiful
New York: Scholastic Book Services, 1969
(available in paperback - 60¢ at Haslam's Book Store,
2025 Central Avenue, St. Petersburg)

Procedure:

Game - ask the children to sit on the floor in a circle holding hands with the children on both sides.

a. Sing: You're my brother
Give me your hand.
I love you brother;
Give me your hand.

b. Play: This is My Friend

(taken from - Brown, George I. Human Teaching for Human Learning. New York: The Viking Press, 1971.)

Remain seated in the circle. Have each child take a turn looking at the persons on his left and right while holding hands and saying,

"This is my friend, _______________ ,
(name)
and this is my friend, _______________ .

Read and enjoy: Black is Beautiful.

Art Work: Using black paper, draw and cut cut something beautiful. Paste it on a sheet of paper of another color.

Follow-up Activities:

Allow the children to show their pictures to the class and tell why they drew it.

Eunice Burgess Grade Level: K-3

"I AM ME"

Objective:

To help build good self-images and understanding and appreciation of individual differences.
(Small group guidance activity)

Materials:

Deck a wall with a variety of mirrors--small ones, big ones, square ones, oval ones, oblong ones--and/or cover wall sections with big swatches of foil so that the children have lots of opportunities to view themselves in action.

Procedure:

Play a game in which a child stands before the mirrors and he and others try to find as many ways to describe how he looks as possible (e.g., John has brown eyes; he has a happy smile, etc.)

Use the mirror experience as an opportunity to compliment the children ("Isn't Sally's dress a pretty pink?"), to encourage good grooming ("Look how neat Jim's hair is!"), to point out likenesses and differences ("Mary and Jane both have blue eyes", "Mike is taller than Bill").

See that everyone has a chance to be the "Mirror Child."

Give each child an opportunity to do a self-portrait while he observes his mirror image.

Eunice Burgess Grade Level: K-3

"FAMILIES ARE DIFFERENT"

Objectives:

To develop understanding of the family as a social unit; to develop awareness and appreciation of individual differences; to help each child take pride in his uniqueness.

Materials:

Have each child do a picture showing all of his family members.

Procedure:

Discuss the pictures.

Have the children count the number of people in each other's families.

1. What is one way in which families can be different? (Size)
2. Can you discover other ways in which families are different by looking at the pictures? (Some have no fathers; some have tiny babies; some have only girl children, etc.)

Follow-up Activities:

Teacher can help children make charts showing the ways families can be different.

Eunice Burgess Grade Level: K-3

"CAREFUL CONSIDERATION"

Objective:

To encourage better mental attitudes.

Materials:

"The Three Wishes" story - retold by Joseph Jacobs (Childcraft, Col. II, Field Enterprises, 1949)

Procedure:

Read "The Three Wishes" story.

Have the children dramatize "The Three Wishes".

A child may hold a bag filled with air or crumpled paper to his nose to represent the pudding.

Discuss the story, asking such questions as:

"Why did the wife become angry?"

"Were all three wishes wasted?" "Why?"

"Which one do you think was really necessary?"

"What could you wish for if you could make three wishes for yourself? For your family? For a friend?"

Eunice Burgess Grade Level: K-3

"HELPING HANDS"

Objective:

To help children explore reasons people work together.

Materials:

Collect pictures of people working together; for example, men on a construction site; children making something; a mother and other members of the family preparing dinner, etc.

Procedure:

Display a picture of people working together.

Ask the children to identify and discuss what the people in the picture are doing.

Pose questions such as:

"Are the people helping each other?"

"Are they working together to do the job?" "Why?"

"If you were big (old, strong, etc.), what do you think you could do to help?"

"Do you like to help other people?"

Follow-up Activities:

Ask the children to bring in pictures of people working together.

Put the pictures in one stack. Show them, one at a time, and ask the children to decide if each picture shows a job that one person alone could do, or a job that would require more than one person.

Encourage the children to explain their decisions.

Eunice Burgess Grade Level: K-3

"MIRROR GAME"

Objective:

To stimulate the use of language through imagination; to develop self-image.

Materials:

A long wall mirror is ideal for this activity.

Procedure:

Have a child stand in front of the mirror.

Say the following for him to join in, pantomime and complete:

"Mirror, mirror on the wall,
I am growing very tall.
I can ______________________."

Eunice Burgess Grade Level: K-4

"IT'S MAGIC"

Objectives:

To stimulate the use of language through imagination; to develop self-image.

Materials:

Small chair; aluminum foil.

Procedure:

Cover legs, spokes and arms of a small chair with pieces of shiny foil. Tape the sign "The Magic Chair" to the back.

Help the children read the sign and tell them that if they sit very still in the magic chair, they may think they are at a place where they have always wanted to go.

Ask the children to sit in a semi-circle on the floor in front of the chair while one child sits in the chair. Tell the class to be very still while the child in the chair is thinking. When the child is ready, have him tell about the place where he has always wanted to go.

Eunice Burgess   Grade Level: K-4

"RESPONSIBLE ME"

Objectives:

To increase the child's sense of individuality and, at the same time, his sense of responsibility to others.

Materials:

None

Procedure:

Discuss the importance of being "on time". Begin by showing the group a play clock with movable hands. Place the hands of the clock to show the time that school begins, lunch time, and the end of the school day.

After discussing why clocks are needed, steer the group into a discussion of what it means to be late. Ask such questions as:

"Were you ever late? What happened?"

"How did being late make you feel?"

"How did it make those who were waiting for you feel?"

"What would happen if your father or mother were late to work everyday?"

"What would happen if a doctor, or an ambulance were late getting to a patient who needed help?"

Have the children contribute stories illustrating other situations when being late could cause discomfort and/or danger.

Susan Reed Grade Level: K-6

"LISTENING IN GROUPS"

Objectives:

To develop listening ability.

To stimulate an interest in others.

To promote group interaction.

To provide an opportunity for relaxed communication.

Materials:

None

Procedure:

The first step in this activity is to get the children out of a stiff atmosphere, i.e. desks. This could be done in many ways. The following is the method used by this counselor:

The children are divided into two groups. Have each group stand side-by-side, making two lines. Have the two lines face each other. Each child is then asked to take a partner, his partner being the child facing them. The purpose of this procedure is to encourage boy-girl partners and avoid mixing only with their friends.

The counselor tells the children that they are to share two things about themselves with their partners, and, in turn, let their partners share two things with them. The children are encouraged to move about, sit on the floor, etc. The counselor allows a few minutes for this, and then asks for their attention. It is then that the children find out what kind of listeners they have been. The counselor asks each pair of children to find two other children, forming a group of four. Each child is then to tell the new members of his group what he has learned about his partner.

When it seems that everyone has finished sharing, the children are then joined into groups of eight for the same purpose.

Finally, the entire class sits in a circle on the floor with the counselor to tell the entire group what they learned about their classmates. This is really an enjoyable activity for children and counselor.

Joan Dewey Grade Level: K-6

"MINI-MAGIC CIRCLE"

Objectives:

To establish rapport between counselor and children and between children.

To provide opportunity to function in a group to more children.

To help identify children who need more intensive social interactions and/or individual counseling.

To aid children in identifying counselor as a helping person -- a positive image.

Materials:

None

Procedure:

Take a group of eight children for three sessions.

Session I. Establish rules for operating - sit quietly, listen and take turns. Then each person introduces himself and tells interesting item about self. Check listening by having one or two volunteers repeat everyone's name and something which they told.

Session II. Each person tells what makes him feel good. Draw attention to similarities or patterns. Give assignment to do something for someone in the classroom to make them feel good and be prepared to tell group at the next meeting.

Session III. Share the positive actions. Discuss how both members of the interaction felt. Wrap up.

Repeat, using different groups until all children have had a turn.

Eunice Burgess Grade Level: K-6

"WORK-A-DAY WORLD"

Objectives:

To introduce children to the world of work.

To help them understand how people in different jobs share in filling the world's needs.

Materials:

Tape Recorder and tape.
Old magazines.

Procedure:

Five ideas for a small group or classroom group guidance activity focused on vocational awareness.

1. Take your group on a tour of the school to see the many people (in addition to teachers) who work in a school. Discuss the duties of such people as clerks, secretaries, janitors, social workers, nurse, etc. Perhaps the school helpers will be willing to tell the children what they do. (Recommended for grades K-3)

   Follow-up: Have the school helpers tape record what they do. In another session, have the children listen to the recording and guess who the helper is by using the name of the job.

2. Help children become aware of the various local services that directly affect them. Start with a group discussion of services used by the school, the children and their families (e.g. fire department, police department, parks department, water company and so on). Discuss what would happen if these services were not available. Bolster the discussion with action pictures of services mentioned. (Recommended for grades K-4)

   Follow-up by Teacher: Take a group trip to any public service agency that you can.

3. Have the children help you collect pictures of people at work from old magazines. Paste them around the room. Have the children discuss the work taking place in each picture.

   a. Does the work represent services their families use?
   b. Does it represent public service?

   Label each picture with a caption the children suggest. (Recommended for grades 2-4)

4. Make a chart of as many occupations as the children can name. Have them categorize the items offered as to whether they represent provision of "goods", "services" or "entertainment".
(Recommended for grades 4-6)

5. Discuss the "entertainment field" as an occupation.

   a. What purpose does entertainment serve?
   b. What are the children's sources of entertainment? Their families?
   c. What are the names of some of the occupations in the entertainment field (e.g., actor, writer, singer, ball players)?

Eunice Burgess Grade Level: K-6

"MAKE IT CHARMING"

Objectives:

To promote ability to communicate with others.

To nurture pleasure in words.

Materials:

None

Procedure:

Use a radio-interviewer technique to get the children to open up.

Ask questions like:

"Who are you?"

"Where do you live?"

"What do you like to do, etc.?"

Or, let the children invent radio interviews. One child, for example, might interview another about a new baby sister, a birthday party, a lost tooth, etc.

Eunice Burgess Grade Level: 1-4

"HAPPINESS ROCK"

Objectives:

To help children develop an awareness of abstract qualities, such as feelings; to give them experience in adding such abstractions to concrete things.
(Small Group Counseling Activity)

Materials:

Set up a table for work with rocks. Add a collection of magazines, scissors, white glue and paste dobbers. Also have available shellac, paint brushes, and wax paper which the children will take turns using under supervision of Guidance Aide, teacher and/or teacher aide.

Procedure:

Ask the children to think of happiness and to think of a color they associate with happiness.

Then encourage each child to look through the stack of magazines and cut out a small piece of his happiness color. He glues it on his rock and brushes shellac over it. Ask the children to look at all of the rocks that have been decorated.

"Do they give you a happier feeling now?" "Why?"

"Do some decorated rocks give more of a happier feeling than other rocks?" "Why?"

References:

Early Years, "Your Green Pages," Activity #96, p. 80, March, 1972.
Allen Raymond, Inc., P. O. Box 1223, Darien, Conn.

Eunice Burgess   Grade Level: 2-6

"VALUES VOTING GAMES"

Objective:

To help pupils recognize that they have certain preferences, that they make choices, and that their preferences may differ from those of others.

Materials:

My Weekly Reader, "Learning About Values Discovery Kit", American Education Publications, Middletown, Conn.

Procedure:

(Each game need take only five to ten minutes and can be repeated with different items on each of several days.)

To play one version of the game, you can choose four or five specific items based on the following or similar categories:

Ice-Cream Flavors
Kinds of Vegetables
Different Breakfast Cereals
Kinds of Books
Games and Sports
Seasons of the Year
Kinds of Pets
Television Shows

Before starting you may wish to prepare a chart on the chalkboard similar to the following:

ITEM	LIKE	DISLIKE
Chocolate Ice Cream		

As you fill in the chart with names of items selected, ask pupils to indicate whether they like or dislike each item. For the sake of novelty, pupils can raise their hands with thumbs up if they like the item, and with thumbs down if they dislike the item.

You can ask pupils to help you compile lists of items for like-dislike voting sessions. They can also help with counting and recording. After you think pupils have arrived at an understanding of the game's purpose, you might wish to conclude the activity by raising a question such as, "What is the main thing we can learn from playing a game like this?"

Second Version:

"Choosing Between Alternatives"

A second version of the values voting game involves choosing between alternatives. You can ask pupils if they would rather:

Go to the mountains or go to the seashore;
Play basketball or play baseball;
Be an astronaut or be an aquanaut;
Go to a party or go to a movie;
Wash the dishes or baby-sit;
Ride a bike or ride a horse;
Watch a parade or watch an auto race;
Eat a candy bar or eat an ice-cream cone.

To give a game-like quality to the activity, let pupils indicate their preferences by walking to one side of the room or the other. As you ask, "Would you rather go to the mountains or go to the seashore?" you point to one side as you mention mountains and the other side as you mention seashore. As you read another set, pupils either stay or cross the room, depending upon their choice.

Someone can keep score on a chalkboard chart similar to the following:

ITEM	NUMBER	ITEM	NUMBER
Mountains		Seashore	

After several sessions, you may wish to ask a question similar to that suggested at the end of the discussion for the first version of the game.

Reference:

Ideas for the "Values Voting Games" are taken from My Weekly Reader Guidebook, "What Would You Do?"
American Education Publications, Education Center,
Columbus, Ohio 1971

Eunice Burgess Grade Level: 3-4

"A TIME FOR WISHES"

Objective:

Use of song-game as a means of extending good wishes and feelings to others.

Materials:

None

Procedure:

Teach the children this song-game. It's sung to the tune of "For He's a Jolly Good Fellow".

We wish you a bright happy New Year
We wish you a bright happy New Year
We wish you a bright happy New Year
And here is a good wish for you.

I wish you fun in the snow
I wish you fun in the snow.

We wish you a bright happy New Year
We wish you a bright happy New Year
We wish you a bright happy New Year
And here is a good wish for you.

Ask individual children to sing the refrain. Help children think up other wishes to add to the song.
For example:
"We wish you a new pair of shoes";
"We wish you some bright new gloves";
"We wish that you find a new friend";
"We wish that you have a good day".

After the children get the feel of the song, have them form a large circle. While one child skips around the circle, his classmates clap hands and sing the song. He stops in front of a child at the end of the first refrain. He sings the two-line wish while shaking hands with the child facing him. He then changes places with that child and the refrain begins again. Encourage the children to act spontaneously as they sing their wishes.

Reference:

Early Years, A magazine for teachers. January, 1972. "Your Green Pages", 101 ideas for Pre-K through Gr. 3, Idea #7, p. 65.

May Williams Grade Level: 4-6

"FORCED CHOICE"

Objective:

To explore values in decision-making.

Materials:

None

Procedure:

You must choose -- no middle of the road -- students walk to the side of the room which represents their choice.

If your Mom asked you to choose where the family should go for dinner. Would you choose?

a. MacDonalds
b. Hilton

In the afternoon if your mom gave you a choice of studying English or playing outside

a. studying English
b. playing outside

Do you see a need for sixth grade students to discuss drugs or do you feel our time could be used in a more beneficial way?

a. need to discuss drugs
b. use our time more wisely

If you saw a friend smoking at the 7-11 would you

a. pretend you didn't see her
b. talk with her later during the day

If you decided to talk with this friend, would you be a person who would say

a. don't you dare smoke
b. I would suggest that you ________________

May Williams Grade Level: 4-6

"THIS IS YOUR LIFE"

Objective:

To learn to share experiences and opinions in a group situation.

Materials:

None

Procedure:

In no longer than one minute - each member of the group responds to each question.

1. Tell us about your life -- where you are now and where you are going.
2. I had a happy experience the other day -- would you tell us something happy that has happened to you this year.
3. Tell the group -- What do you feel is the greatest problem facing young people today?
4. How do you feel about the group?

   What did you learn about yourselves today?

Bill Harwood Grade Level: 4-6

"RELAXATION GROUP"

Objectives:

To give the students an opportunity to experience some new feelings.

To see that it is "all right" to have different feelings to the same stimulus.

Materials:

None

Procedure:

Select a group of 8-15 students.
Gather in a room where everyone can assume a comfortable position whether in a chair or on the floor. Allow them to take shoes off for comfort. Keep in mind that the activity works best when the students are prone on the floor.

The counselor explains that he is going to give them a chance to actually "feel" some new feelings. But to do so the students must put themselves in completely relaxed positions and do exactly what the counselor asks. Caution the students that you will ask them to do some things which may sound silly, but they are not to laugh. Personally, I tell the students that I will ask anyone who is disruptive to the slightest extent to leave immediately.

Tell them to close their eyes and listen to your voice. Then your dialogue goes something like this: "Think of the top of your head. Relax your scalp muscles completely. Now think down into your head and ease those muscles behind your eyes -- first, your left, then your right. Now think inside of yourself again down to the back of your tongue. Relax that tongue muscle. And now your jaw -- let it drop if it wants to." Continue down through the rest of the body until the group is thoroughly relaxed.

Then tell them to see if they can feel the bottom of their feet -- "after all, you walk on them all day -- now lets see if you can actually feel it touching your sock, shoe, or the cool air."
See if they can sense the muscles in their stomaches working. See if they can feel their eyeballs touching their eyelids. See if they can feel the weight of the hair on their head. See if they can sense a single hair. Ask them to determine whether they feel heavy or light, cool or warm. And finally, tell them to decide what color they feel. Strongly encourage them to decide on a color and decide why they decided on that one. But be careful not to mention any specific color because the power of suggestion will influence their decisions.

Finally you are ready to bring them out of it. Very firmly say something like "Everyone open their eyes" and simultaneously clap your hands loudly. Even though they have their eyes open and are now sitting up, the students should be in a very relaxed state. Have them relate their feelings and reactions to the experience. Point out that different people sensed different things and have different feelings. You may or may not want to let their discussion amble into other areas of concern. It will probably tend to do so due to the low state of their usual defenses. However, there is also much to be said for keeping their minds on the immediate experience.

It should be noted that the children like to call the relaxation exercise "hypnotism". The children's use of this word may tend to panic parents.

Prerequisites: a private room, and a rug or floor mats are helpful.

Follow-up Activities:

Repeating the relaxation exercise is not wasteful since the students will "feel" different ways at different times.

Classroom discussion highlighting how different students react differently to a teacher stimulus like "Students, please get your social studies books out." Different reactions will depend upon whether their reports are done, whether they see themselves as good readers, etc.

Bill Harwood Grade Level: 4-6

"PERSONAL FEEDBACK GROUP"

Objectives:

To increase students' self awareness of salient personality characteristics.

To provide a practice ground for honesty.

Materials:

None

Procedure:

Select a group of 6-15 students.
Gather in a room where everyone can sit on the floor and explain you are looking for an individual who 1) wants to learn more about himself, 2) is courageous, and 3) has many friends. Usually several people will volunteer, but for the first few times the counselor must select the students who actually are the most secure. The object person is then situated on the floor in front of the counselor, facing the rest of the group.

The group is told to "look at X and tell him what comes to mind. What do you see him doing? How does X strike you?"
The students are encouraged to be frank and always honest.

The object person cannot speak while the group is talking about him. When someone says something like: "I think X is a neat guy", the counselor may reply, "In other words you see some qualities in X which you admire and may wish you had yourself." To such comments as, "X is a creep", the counselor could reply: "That's namecalling. Can you tell X some of the specific things he does which bother you."

Always encourage the group to use X's name, avoiding pronouns such as "he" and "his". Also, the group should understand that what takes place in that room should not be talked about outside of the room. If parents ask the children what they did in the room, they should feel free to tell what they (the individual) did, but not what anyone else did, nor are names to be used.

When the group has said all they want to (or the counselor decides to cut it short), then the object person is given the opportunity to express how he feels at that particular time. Steer him away from reliving past experiences and keep him in the "here and now". Do not let the group respond to what the object person says at this time. Try to reinforce the positive things which were said about the object person, but when the group as a whole criticized a particular personality quality do not let him ban from his awareness the fact that at least some of his peers find that to be an obnoxious quality.

The counselor must watch the object person very carefully to notice when they have "had enough". It usually helps to maintain some physical contact with the object person. Also, be aware that students with severe personality problems often volunteer for this activity. The counselor must proceed with caution when such a person is selected as the object person, for the effects of such a group may go deep and hopefully are long lasting.

Prerequisite: A counselor who is comfortable with sensitivity training. Also, a private room.

Follow-up Activities:

This activity frequently leads to self referrals.

Subsequent sessions to offer the object person alternate ways of behavior.

Subsequent feedback sessions for other individuals selected from the group.

Eunice Burgess

Grade Level: 4-6

"LAUGH AND CRY"

Objective:

To become aware of feelings and causes for them.

Materials:

Book, Laugh and Cry, Jerrold Beim,
William Morrow and Co., New York

Story pictures, Moods and Emotions,
Marie Frost, Child's World, Inc.

Procedure:

Read story.

As story is being read, and as a different feeling is talked about, supplement story with appropriate story picture from Moods and Emotions. (i.e., as the feeling of sadness is being talked about, show picture of little girl sad and crying.)

* Written activity for group discussion. (Open-end sentences)

Most of the time I feel
I am happy when
I am sad when
I am afraid when
Feelings are
Sometimes I can tell how you feel by
Sometimes you can tell how I feel by my

Follow-up Activities:

The children may collect pictures from magazines and newspapers of people and identify the feelings they seem to be expressing. They could then discuss: How would this person make you feel? What could you do?

Reference:

* Guide - Focus on Self-Development, Stage One: Awareness, Unit C, The Emotional Self, Anderson, Lang and Scott, SRA, Chicago, Ill. for open-end sentences.

Eunice Burgess Grade Level: 4-6

"POP-UP"

Objective:

Developing essential skills for effective group discussion--listening to, and talking to one another.

Materials:

None

Procedure:

To help pupils learn appropriate behaviors for discussion, you may wish to have them play pop-up. Here's how it works.

Begin by choosing a moderator. At first you may wish to serve as moderator to set an example for others to follow. Children may need to know what the moderator's role is. He simply makes sure that everyone who wishes to is given a chance to speak without interruption. He can also help to move the discussion along if it bogs down, or end it if interest seems to be waning. However, the moderator should take part only if it is necessary.

The discussion begins when the moderator says, "The floor is open for discussion." Everyone who wishes to speak stands up but doesn't say anything. The moderator then calls on someone who is standing and asks him to speak. Everyone else sits down. When the speaker finishes, all who wish to respond or add to the speaker's comments stand up. The speaker gives the floor to one of the standees. Then everyone except the new speaker sits down.

The moderator interferes with this process only if he feels that participants are calling only on their friends or if for some reason everyone who wants to speak is not getting a fair chance to do so. If the moderator wants to join the discussion, he should forfeit his position for the remainder of the discussion and call for a volunteer to take his place.

When the system is working well, you'll probably find that your pupils have overcome several possible obstacles to effective discussion. You can expect pupils to:

1. Be more willing to contribute ideas if a "climate" of acceptance is accentuated and the few vocal, eager pupils found in almost every class aren't permitted to dominate the discussion.

2. Address their remarks to each other, rather than to the counselor.

"POP-UP" - continued

3. Do less "editing" of their thoughts for the benefit of the counselor, who, though obviously present and in charge, is more a part of the group than apart from the group.

Tryout Topics:

To introduce your group to procedures that help assure maximum participation in classroom discussions, you might wish to introduce the pop-up game with a few tryout topics.

You can begin by writing a suggested topic on the chalkboard, then outlining the rules of pop-up for the class. Two kinds of suggested topics:

1. If I had $100, I would buy ______________________
2. I think that the best kind of pet is ______________
3. When I grow up, I want to be ____________________
4. Basketball is more fun to watch than _____________

Your group can probably help you by suggesting other topics of the types suggested here. When you think that the group has arrived at an understanding of discussion techniques, you might wish to have them react to the question, "How well do we hold discussions?"

Did everyone who wanted to speak have a chance to do so?
Did speakers show by their comments that they were listening to what was said by others?
Did speakers speak loudly and clearly enough so that everyone could hear?
Did most class members take part in the discussion?

Reference:

My Weekly Reader, Learning About-Values Discovery Kit, "Holding Class Discussions", American Education Publications, Middletown, Conn.

Eunice Burgess   Grade Level: 4-6

"EVERYONE HAS PROBLEMS"

Objectives:

To help each child recognize and accept the consequences of his behavior.

To help each child develop skills in making decisions through problem-solving techniques.

Materials:

Cassette 4, Side B, "Flopsie Flounder" or Record 19, Side A, Band 1, DUSO Kit, Don Dinkmeyer, Ph.D., American Guidance Service, Inc., Publisher's Building, Circle Pines, Minn. 55014.

Cassette tape player or record player.

Any poster showing a problem situation.

Procedure:

Session I: Introduction - "Everyone has problems. Some problems are easy to solve. Others are hard to solve. Some problems can't be solved. We must learn to live with them. Here are some ways to help you with your problems":

A. "Face your problem. Decide what it is."
B. "Think your problem through and decide what you can do about it."

  (1) "Think what your problem does to you."
  (2) "Think what your problem does to other people."
  (3) "Think of different things you can do to help solve your problem."
  (4) "Decide what things would be best to do."

C. "Talk your problem over with someone you respect and trust."
D. "Start doing the things you have decided to do that will help you solve your problem."

I. "Let's listen to DUSO tell his story about Flopsie who was worried and unhappy because she could never decide what to do about anything."

II. Group Discussion - What was Flopsie's problem?
How did Flopsie solve her problem?
Have you had a similar problem?
What things did you do to solve your problem?

Session II: Introduction - Review the meaning of the term problems by discussing this riddle:

> "I've got them. You've got them. Some are easy. Some are hard. But we each have some that are different from those of others. We can't see, hear, taste, or touch them, but they have something to do with the way we behave. We can change them or solve them. We can add new ones. We may also choose to live with some. What are they?

I. Display the poster-size picture showing a problem situation. (You will wish to explain to the group the three main parts of the activity.)

A. Study the poster to decide what has happened.
B. Think of and make a list of possible next steps that the characters might take. These can be called alternatives or choices of action.
C. Imagine what the outcome of each alternative or choice might be, or what might happen if each of the alternatives is followed.

II. To help the group, you may wish to make a chart on the chalkboard. Such a chart is shown below. The listing of possible choices, and likely outcomes is what the completed chalkboard chart might look like.

III. You will probably wish to start with the headings and let pupils suggest their own wording for the two categories. Another possibility is to fill in one line as an example for the group.

Choices or Alternatives	Likely Outcomes
Tell mother	be scolded or punished

IV. To keep the activity moving along, you may ask questions about the picture.

Eunice Burgess Grade Level: 4-6

"RESOLVE"

Objective:

To explore what is meant by New Year's resolutions.

Materials:

None

Procedure:

See if the children know that many people make New Year's resolutions. Discuss what is meant by "making resolutions". Ask the children to dictate some resolutions the class could follow during the next year. List their responses on large chart paper and save for reference and evaluation throughout the year.

On the chalkboard write "I resolve to ____________________." Give each child a sheet of lined paper and have him copy this incomplete sentence and then fill in two Near Year's resolutions. On a second sheet of lined paper, have the children make 12 columns, each column headed by the name or abbreviation of a month. Tape the sheets together so that they form a two-page chart and then staple each chart between paper covers. Entitle the booklet "Our Resolutions" (assisted by teacher). Keep the booklets handy so that at the end of every month each child can record in the appropriate column whether he kept his resolutions most of the time.

For fun for the children and possibly as a device to help you get to know them a little better (their problems, desires, etc.), have them formulate resolutions they wish their friends, parents, and teachers would make.

"Our Resolutions" Booklet

John Brown	Jan.	Feb.	March	April	May
I resolve to:					
stop chewing gum in class					
do better in reading					

Deborah Rankin Grade Level: 5

"WHO IS RESPONSIBLE?"

Objective:

To recognize responsible behavior in ten descriptive incidents in the unit and be able to apply this behavior to other incidents.

Materials:

Ditto sheets of the book pages.
Construction paper for the cover.
Stapler

Procedure:

Discuss what responsible and irresponsible means.

Make a book on responsibility. The book will contain 4 chapters. One chapter will be done in each session. We will work on the book as a class. There will be some activities of interest to all the children including reading, discussing, drawing, and writing.

Follow-up Activities:

Emphasize activities in the classroom that show responsibility.

Give out responsible for the day badges after the second session. They give the wearer the responsibility for being in charge of something for that day - books, paper, balls, etc. At the end of the day have the children vote to see if he was responsible.

THE PERMISSION SLIP

Mrs. Hanson and her third year class were busy discussing their coming field trip. All the teachers of third year children of Oak Lawn Elementary School had planned this trip. Arrangements were all made for the 118 third year students to visit the Seaquarium on Key Biscayne.

The next step in preparing for the field trip was the permission slip. Mrs. Hanson passed out a permission slip to each of her boys and girls. Now it was to be taken home, signed by mothers and fathers, and returned to school.

Who is responsible for the correct use of the slip now? ______________

Who can help this person? __________
____

How? ______________________________

____

The next day 18 of the 26 students in Mrs. Hanson's class returned their slips. They were eager to go on the trip.

Jeanne said, "I gave my slip right to Mother when she met me at the bus stop. She signed it as soon as we got home. Then I put it in my notebook so I wouldn't forget it".

Do you think Jeanne showed responsibility in handling her slip?

____

Why, or why not? ______________

____

Carl spoke up, "I put my slip in my pocket when I left school and forgot it until bedtime. Then I had to get it signed this morning. But I have it here now".

Who do you think showed more responsibility? Jeanne? Carl?

Ricky added with a laugh, "I forgot about mine. Mother found it in my lunch box and signed it. If she hadn't given it to me when she let me out of the car this morning I wouldn't be going, I guess."

How would you rank Ricky, Carl, and Jeanne for their sense of responsibility?

1. ____________________
2. ____________________
3. ____________________

Four days went by and all but one child in Mrs. Hanson's class had returned their permission slips for the field trip. Every morning when Mrs. Hanson asked Alice for her slip, Alice would laugh and say, "I forgot it again! I don't think Mother has signed it. I don't even know where it is".

Is Alice being very responsible?

____

How can you tell? ____________________

____

____

____

If Alice doesn't find her slip, get it signed, and returned by Friday she won't be able to go to the Seaquarium.

Who will be responsible if Alice misses the trip?

____

____

"WHO IS RESPONSIBLE" - continued

THE PERMISSION SLIPS

(Draw a picture of Mrs. Hanson's Class)

THE FIELD TRIP

The day of the trip finally arrived. It was sunny and warm. Alice had gotten another permission slip from Mrs. Hanson to replace the first one she had lost, so she was going too.

All the children excitedly loaded the three buses waiting outside the school.

"Now remember", Mrs. Hanson told her group, "Stay with your partner in your group at all times. And while we're on the bus, please stay seated".

After riding for a while the children began to get excited. Dick had to be reminded three times to sit down. All of a sudden the bus had to slow down quickly because of traffic. Dick was standing again. He slipped and bumped his arm on the seat back.

> Do you know who was really responsible for Dick's arm being hurt?
>
> ______________________________
>
> Why should Dick have known better?
>
> ______________________________
>
> ______________________________

In about 30 minutes everyone arrived at the Seaquarium. Mrs. Hanson bought tickets for all the children, and small groups, with their leaders, got ready to see the first show.

It was a fun afternoon! There were many things to see. Jeanne liked the trained seals. Ricky was interested in the dolphins. Dick liked the land turles best.

When it was time to get back on the buses for Oak Lawn School, Mrs. Hanson found that Jill and Terry were missing from her group. Alice said, "I saw them go into the snack bar when we all walked by. They said they wanted some candy".

> Do you think Jill and Terry were behaving in a responsible way?
>
> ______________________________
>
> What would happen if they got lost by straying from their group?
>
> ______________________________
>
> ______________________________

After Jill and Terry were found everyone rode back to school.

THE FIELD TRIP
(Draw something that happened on the field trip.)

WALKING HOME FROM SCHOOL

Later, walking home from the school bus stop with Frank, Tom said, "I sure did have fun today! Did you see how those sharks zipped through the water? Just like this!"

And without looking for traffic, Tom ran down the walk and off the curb into the street. Jeff Clay, riding his bicycle down Elm Street, nearly lost his balance trying to avoid hitting Tom as he ran into the street. When Tom realized that he had nearly caused an accident he felt his face beginning to grow warm.

Do you know why? ____________________

____

How was Tom irresponsible? ________

____

____

Frank left Tom at his house and ran up the street to his own door. "Hi, Mom! I'm back!" and he told his Mother all about his great day.

WALKING HOME FROM SCHOOL

(Draw a picture showing Tom going home.)

TAKING CARE OF FREDDIE

"Frank", said his Mother, "I need some time to get supper ready. Would you please take Freddie to your room and watch him for a little while? He might get hurt in the kitchen".

Frank was pretty tired after his field trip, but he wanted to help his Mother.

"Okay, Mom. C'mon Freddie. Let's go to my room and play while Mom gets supper". Freddie, who was two years old, toddled off with Frank.

When they reached the bedroom Frank picked up his new library book and began to read. He forgot about Freddie who became interested in Frank's airplane models. Suddenly there was a loud crash! Freddie had pulled down Frank's new plane, which lay broken on the floor.

Frank started to yell at Freddie. "You brat ----" and then he stopped. It had been his job to watch Freddie who was too little to know the plane would break. Freddie began to cry. Then Frank realized he was angry with Freddie, but he knew he should have stayed with Freddie and not gotten so interested in his library book. He patted Freddie, then sadly picked up the pieces of his plane.

He knew he had not been very ______________________ .

"WHO IS RESPONSIBLE?" - continued

TAKING CARE OF FREDDIE

(Draw a picture about taking care of a younger brother or sister.)

BEDTIME

At the dinner table Frank told his Dad about his exciting day. Then he helped his Mom clear the table and do up the dishes. It had been a long day, and he was excited and tired.

"Mom", he said, "May I get an aspirin to help me relax?"

"Popping a pill is an easy out, Frank. There are better ways to relax than to depend on a pill like aspirin. Why don't you take a warm bath -- I'll get down your four boats, and you can play a while in the tub before you get ready for bed".

What a great idea that was! Frank splashed in the tub, sailed his boats into mountains of suds, and felt wonderful when he finally rinsed off, got out and dried himself.

He put on his pajamas, told his Mother and Dad goodnight, and crawled into bed. As he drifted off to sleep he felt pretty good about himself. It had been a good day!

Here is a hard question: Why was Frank more responsible to relax with a warm bath than an aspirin tablet?

____

____

____

BEDTIME

(Draw a picture of bedtime at your house.)

"WHO IS RESPONSIBLE?" - continued

EVALUATION SHEET

Here are ten different children. Each one is either responsible or irresponsible. Try to mark the right box for each child.

	Responsible	Irresponsible
1. Jimmy told his Mother he was going to Carl's House. Then he went there.	☐	☐
2. Robby took good care of his pencil so he wouldn't lose it	☐	☐
3. Mary threw her trash paper on the floor	☐	☐
4. Cathy tasted her Mother's cough medicine	☐	☐
5. Lydia held her little sister's hand when she took her for a walk	☐	☐
6. Elaine's job was to set the table. She stayed outside to play	☐	☐
7. Mother asked Peter to give the dog his supper. Instead Peter gave the dog a drink of water	☐	☐
8. Dad phoned Janet to say he would be late for dinner. Janet did not tell her Mother	☐	☐
9. Walter found 40 cents on the floor. He gave it to his teacher	☐	☐
10. Phyllis said she would be home by five o'clock. She came home when she said she would	☐	☐

Name ______________________________

Date ______________________________

Deborah Rankin Grade Level: 5-6

"READY TO RIDE"

Objective:

To recognize and identify the different roles that are played in a group.

Materials:

The play Ready to Ride
3 x 5 index cards with the words leader, supporter, non-supporter, interruptor, and non-verbal communicator.
3 x 5 index cards with problem situations that are open ended.

Procedure:

Do the play Ready to Ride.

Do talking about Ready to Ride together.

Discuss words: leader, supporter, non-supporter, interruptor, and non-verbal communicator.

End the first session here.

Present a fishbowl discussion.

Place five children in the outer circle. Give each of them a card, one for leader, supporter, non-supporter, interruptor, and non-verbal communicator. It will be their task to identify who in the inner circle played the role of the card they held.

Present the inner circle with a problem card.

The problem card can be anything that you want to discuss. I might suggest that you present different problems so that one role does not become labeled as good or bad. For example, in the first few problems the non-supporter can be the dissentor who can not get together with the group so that the group can not accomplish its goal. But then present a situation where the non-supporter is in a positive light. For example, the entire group thinks it would be the thing to do to smoke pot because the leader of the group thinks it's great. The non-supporter would not think so.
Use the fishbowl rules that no one outside the inner circle can talk.
A time limit on problem discussion should also be set.

Follow-up Activities:

Discuss the role that someone is playing in a class discussion.
Use the fishbowl method to solve a problem that comes up in your room.

READY TO RIDE

Scene: The roof of a new apartment house. Peter and Billy are looking toward a large county park five miles away. They do not know that Lois and Nan are sitting behind an air duct and can hear everything they say. All four children have recently moved into the building.

BILLY: Boy! You can see all over from up here.

PETER: Yeah. Look at Sellman's Woods. It's really a big patch of green.

BILLY: I'll bet you could get lost in there.

PETER: I don't think so. I hear it's full of riding trails. There's a stable there and you can rent horses by the hour.

BILLY: Neat!

PETER: Hey! Wouldn't it be great if we could go horseback riding?

BILLY: Yeah.

PETER: It would cost too much though. They really charge you for a horse... I sure wish there was some way we could go horseback riding.

LOIS (from behind air duct): I go whenever I want. (Giggles.)

PETER: Who's that?

BILLY: Just some dumb girl. Name's Lois. She lives on my floor.

PETER: Girls never know what they're talking about.

LOIS (coming out of hiding, followed by Nan): I do so. My father happens to run that stable. They're not always busy during the week, and I have to go over and ride the horses so they get exercise.

PETER: Free?

LOIS: Sure. I change horses about every hour. Even so, I never get them all exercised.

BILLY: You're lucky.

LOIS: It gets tiresome by yourself.

PETER: Look, Lois. Could Billy and I go with you sometime? We'd like to help.

LOIS: Well, it would be fun to have company. I'd have to ask my dad, but I think it would be all right. What do you say, Nan?

"READY TO RIDE" - continued

NAN: I'm not going. Who wants to ride a smelly old horse!

LOIS: Come on, Nan. If you don't go, the whole thing is off. I'm not going riding with two boys.

BILLY: Yeah, Nan. Don't spoil everybody's fun.

LOIS: You'd like it at Sellman's Woods, Nan. It's really pretty. The lake would be a perfect spot for a picnic.

NAN: Well, maybe... Could I be in charge of the picnic? I'd make brownies and fix some sandwiches.

LOIS: Nan's a good cook. The lunch would be terrific.

PETER: Billy and I could get the pop. Maybe we'd better use the thermos if we have to ride to the lake.

BILLY: Yeah. It would be hard to carry a cooler on horseback.

PETER: Lois, will you talk to your dad and see when we could go?

LOIS: I'll call him right away. I think tomorrow will be all right though.

PETER: Okay, we'd all better get busy. Billy and I will have to get the drinks ready, and Nan will probably have to start on those brownies.

NAN: And get some lettuce and stuff for the sandwiches. I'm going to be busy tonight.

PETER: Suppose we all meet back here in 15 minutes. That will give Lois time to call her dad, and the rest of use can ask our moms if it's okay to go.

LOIS: This is going to be fun. I'm really glad I cut in when I heard you two guys talking.

Talking about Ready to Ride

1. The first group in Ready to Ride includes Peter and Billy. When group members agree on something they want to do, that thing is called a goal. What goal does this group (Peter and Billy) have?

   ____

   Do they know how to reach that goal? ____________________

2. The members of this group (Peter and Billy) share a certain attitude. They agree that girls are "dumb". If most members of a group have the same attitude, the attitude is called a group norm. Why do Peter and Billy admit Lois to their group even though she is a girl?

   ____

3. What did Peter and Billy change when they admitted Lois, the group goal or the group norm?

   ____

4. From what you know of Nan, do you think the boys would be eager to have her in a group? Why or why not?

   ____

   ____

5. Members usually have a special part to play in their group. Sometimes they do not even realize what these parts are. Most groups have a leader -- someone who is able to see what the group wants to do and is able to help them plan. Groups usually have one or more supporters. These are the people who agree with group decisions and make the group feel good about itself. Many groups include a non-supporter, someone who does not agree with everything the group decides. Who plays these roles in Ready to Ride?

   leader: ______________ supporter: ______________

   non-supporter: ______________

6. Most people belong to a group because they get something out of it. The feeling of belonging is in itself sometimes enough of a reason for joining a group. But often there are other attractions. What reason does each of the following have for belonging to the group of horseback riders?

   Peter ______________________________

   Billy ______________________________

   Lois ______________________________

   Nan ______________________________

7. A group can put pressure on one or more of its members to make them go along with the majority. Who receives pressure in our play? Find three speeches that show this pressure.

   1. ______________________________
   2. ______________________________
   3. ______________________________

Reference:
I'm Not Alone, Ch. 13 #6c, Geo. A. Pflaum, Publisher, 1970

May Williams Grade Level: 6

"DECISION BY CONSENSUS"

Objective:

To learn to make group decisions by consensus.

Materials:

Copies of the problem for each class member.
Group Summary Sheet.

Procedure:

Divide the class in groups of 4-5.

Read instructions on reaching consensus to the entire class.

Instructions: "This is an exercise in group decision making. Your group is to employ the method of Group Consensus in reaching its decision. This means that the prediction for each of the survival items must be agreed upon by each group member before it becomes a part of the group decision. Consensus is difficult to reach. Therefore, not every ranking will meet with everyone's complete approval. Try, as a group, to make each ranking one with which all group members can at least partially agree. Here are some guides to use in reaching consensus.

1. Avoid arguing for your own individual judgements. Approach on the basis of logic.
2. Avoid changing your mind only in order to reach agreement and avoid conflict.
3. Try to avoid majority vote, or trading decisions.
4. View differences of opinion as helpful in decision making."

Read the problem to the class.

Each student ranks the items in terms of importance for survival.

Each group (4-5 students in each group) discusses the problem and reaches group consensus.

Each group reports back to the entire class the means by which they reached group consensus.

Answer Sheet:

Instructions:

You are a member of a space crew scheduled to rendezvous with a mother ship. Due to mechanical difficulties your ship was forced to land at a spot some 200 miles from the rendezvous spot. During the landing much of the equipment aboard was damaged. The most critical items available must be chosen for the 200 mile trip. Below are listed the nine items left undamaged.

Your job is to rank order them in terms of their importance. Place a number 1 by the most important, number 2 by the second most important, etc.

_________ Box of matches
_________ 50 feet of nylon rope
_________ Portable heating unit
_________ Two .45 calibre pistols
_________ Two 100 pound tanks of oxygen
_________ Stellar map
_________ Life raft
_________ 5 gallons of water
_________ signal flares

Deborah Rankin Grade Level: 6

"ON BECOMING A WOMAN"

Objective:

To identify with the positive aspects of becoming a woman and facing the mental and physical changes that are taking place with confidence.

Materials:

Film - "On Becoming A Woman"
Booklets - The Miracle of You, Your Years of Self Discovery, Life Cycle Library
- Accent on You, Tampax Corp.
- Growing Up Young - about menstruation for parents and teachers of the retarded girl
- You and Your Daughter, Life Cycle Library

Procedure:

The work sheet "On Becoming a Woman" to this lesson is the last phase of this topic. A great deal of ground work has to be laid before girls would be ready for this activity.

Show the film "On Becoming a Woman".
Have the school nurse in for a discussion on menstruation.
Have the above materials on hand for the girls to ask for.

Method of presenting the rating sheet:

I took six to eight girls at a time to my office. I asked them if there were any questions that they would like to ask me or each other in a small group. After we had discussed what they felt they still needed some help on, I explained the rating sheet. I gave each girl a rating sheet. She could either mark it with pencil or in her mind and they were not to share their rating verbally.

I read the rating sheet to the group and they ranked themselves as to whether they felt they were good, fair, poor, very poor, or very good.

After they had finished the rating sheet, I asked them how they felt about it. If they were satisfied, fine, but if they were not I offered them two options. They could discuss what they felt they were weak on with me in a conference or with their parents or they could wait and rank themselves again in about a year and see if they felt there had been any growth. I emphasized this was a growing process and that most adults could not even say they were very good in all the ratings.

After I had seen all the sixth grade girls, I made arrangements to see the girls who had further questions as soon as possible. Some girls asked to come in twos and threes. One session seemed to lead to another and I saw many of them for the remainder of the year as new questions came up.

ON BECOMING A WOMAN

Be patient with yourself. . . . .   It takes time.

A woman is many things to many people. It is difficult to be all the things that make up a woman, especially that special woman known as a lady.

How would you grade your progress?

Knowledge

1. I know and understand the physical changes that are and will be taking place in my body.
2. I know and understand the physical differences between males and females.
3. I know and understand a woman's role in having a baby and becoming a mother.

Social Manners

1. I know and understand how to get along with girls.
2. I know and understand how to get along with boys.
3. I know and understand how to get along with adults.

Personal Attributes

1. I am pleased with my overall personal appearance.
2. I am pleased with my posture and carry myself with pride.
3. I am pleased with my hygiene habits.

   A. diet   B. complexion   C. rest   D. cleanliness   E. exercise

Mental Attitudes

1. I am pleased with the mature attitudes I have.
2. I am pleased with my ability to control my emotions.

   A. love   B. hate   C. anger   D. fear

3. I am pleased with my ability to perform tasks given me to the best of my ability.
4. I am pleased with my ability to finish what I start to the best of my ability.

ON BECOMING A WOMAN

	very poor	poor	fair	good	very good
Knowledge					
1.					
2.					
3.					
Social Manners					
1.					
2.					
3.					
Personal Attributes					
1.					
2.					
3. A.					
B.					
C.					
D.					
E.					
Mental Attitudes					
1.					
2. A.					
B.					
C.					
D.					
3.					
4.					

Bette McConnell

Grade Level: K-1

"THE ME I SEE"

Objectives:

To help children who are just beginning school to become more aware of themselves physically--what they look like--what's on their faces, etc.

Materials:

Brown, pink or peach, white construction paper; crayons

Procedure:

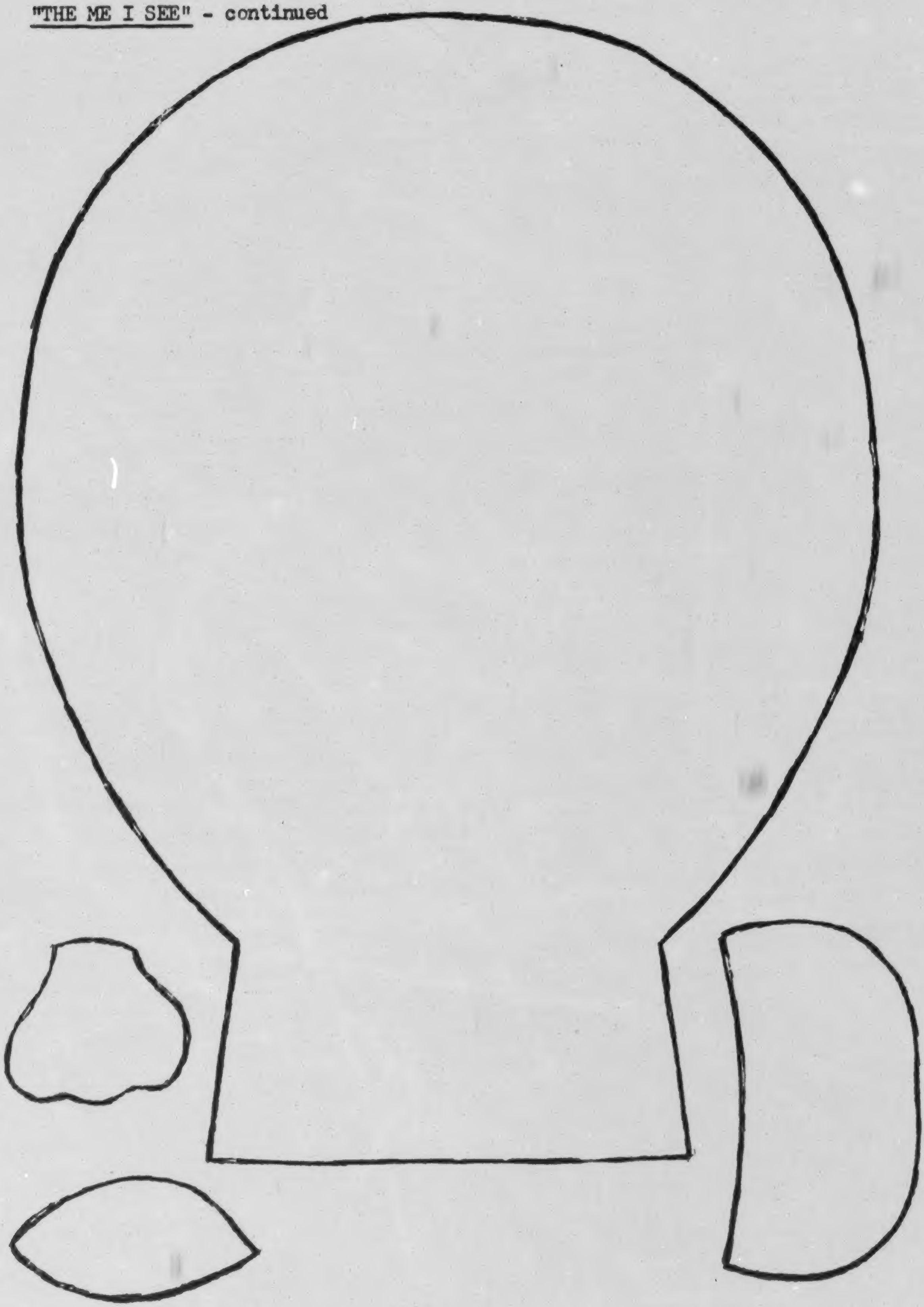
Cut out head shapes from brown and pink (or peach colored) paper. Also, cut out lots of eyes (white), ears and noses.

Each child pastes a head on a piece of paper. (Let each choose the color of his skin.)

Then by looking in a mirror or feeling his face, each child determines where he is to place and paste the ears, eyes, and nose.

When everything is pasted, the children use their crayons to fill in the color of their eyes, draw the hair, make the kind of mouth they would like to show (happy, sad, etc.) and add anything else they might like to, such as ribbons, caps, etc.

"THE ME I SEE" - continued



Annie M. Reddick   Grade Level: K-2

"BARNYARD FRIENDS"

(Role Play)

Objective:

To help students appreciate the importance of doing their part.

Materials:

Story of "The Little Red Hen". For class a little red hen was borrowed from a nearby neighbor who crated and brought it to the school. Three eggs--hen, turkey, and duck eggs--were shared with us, too. For wheat we used "sea oats" (golden).

Procedure:

Read or tell the story, with emphasis to the class, "The Little Red Hen". Review questions to stimulate interest.

What did the little red hen want to do?
Did she manage to do it?
Why was it so hard for her?

Allow pupil to choose someone to be the little red hen. Have them name the other animal characters and choose the one they wish to play. Encourage each child to imitate the animal sound as he plays the part. Let as many groups play the parts as time will permit--the duck, cat, dog, pig, and mouse.

Feelings and Words to Talk About

store food   farmyard

The little red hen was ready to store food for the winter. What would she do with it? The animals lived in a closed-in place called a ________________.

How do you think the little red hen felt when she could not get anyone to help her? How would you have felt?

When all the work was done what did the little red hen's friends agree to help her do? Did she share with the animals? Would you have?

What other times must each person do his part in group activities?

Follow-up Activity:

The class visited the neighbor's farmyard.

Carol Payne

Grade Level: K-6

"CAREER FINGER PUPPETS"

Objective:

Awareness to the vast opportunities of careers in our society.

Materials:

Art paper; scissors; crayons

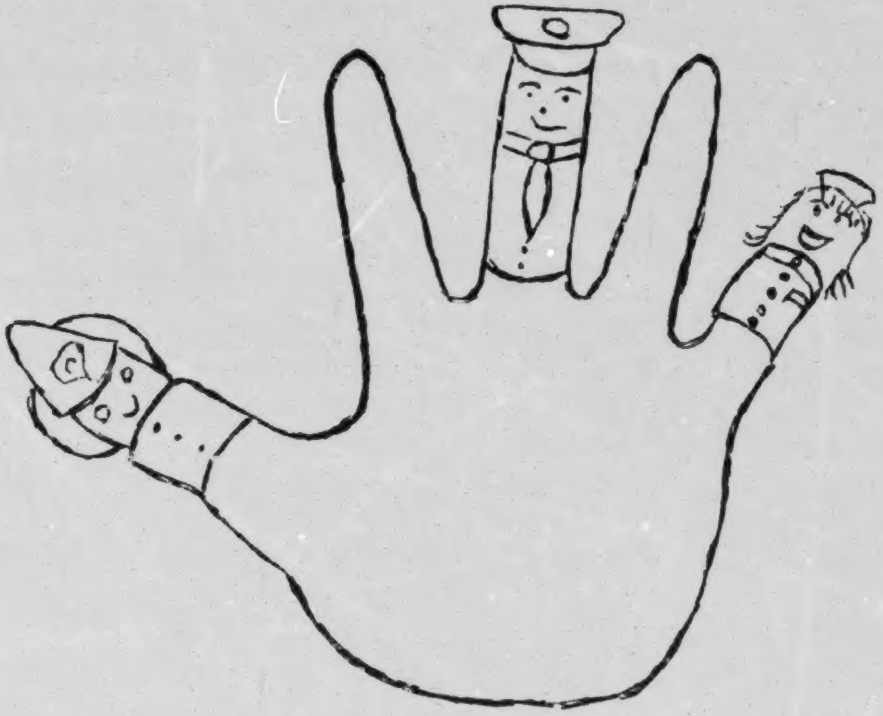
Procedure:

Each student chooses a job and makes a finger puppet representing it. If the person wears a uniform or works with special equipment, try to include this with the puppet.

After each child has completed his puppet he stands up and gives a job description of the type of work. Students get a chance to guess the type of worker by the clues given. The student giving the correct answer goes next. Continue until all who want a turn have a chance to share.

Follow-up Activity:

Discuss what new concepts about work you have learned.



Betty Smith Grade Level: K-6

"CAN YOU FOLLOW DIRECTIONS?"

Objectives:

To develop retention of gross forms of information in sequence.

To promote awareness of listening to directions.

To promote awareness of consideration of others to listen.

Materials:

None

Procedure:

Talk about listening emphasizing the rules of:

1. Raising hand to talk
2. Listen while others talk
3. Sit quietly while others talk

Everyone listens to directions given. Then one student is asked to follow directions while rest of class checks to see if it was done correctly.

Possible suggestions:
stand by desk
touch chalkboard in front of room
touch knob on door
go back to desk
walk around desk and sit down

Directions may be lengthened or shortened depending on age group.

Marsha McKenna Grade Level: 1-2

"LOLLIPOP FACES"

Objectives:

To introduce that not the same thing or situation is enjoyed by everyone.

To recognize that sometimes we feel happy and sometimes we feel sad.

Materials:

Paper, crayons, scissors, straws, stapler, pattern for a 5 or 6 inch circle.

Procedure:

Show a lollipop face and explain that we will use them to play a game.

Distribute materials.

Have each student cut out two circles, draw and color a happy face on one circle and a sad face on the other.

Circulate around the room and staple the faces together with a straw. This provides an opportunity to individually talk with the children.

Play the "How Do You Feel?" game found on page 56-57 of the manual to the DUSO kit. This involves asking "How do you feel when ____________________?" and they respond by showing the happy or sad face.

This activity can be split into two sessions: the first to make the lollipop faces and the second to play the game.

Make sure the children put their names on their lollipop faces.

Follow-up Activity:

Teachers may enjoy making a bulletin board display with the lollipop faces between the time they are made and you return to play the game if this activity is split into two sessions.

Louis Sartor Grade Level: 1-3

"LONESOME BEN"

Objective:

To begin problem solving activities using techniques that work for children dealing with adults.

Materials:

SRA Kit: Focus on Self-Development, Unit D, Stage One: Awareness
Record and photoboards (teacher selected) #4, 7, 8, 9, 11, 14, 18, 19

Procedure:

Show one photoboard, father reading to son at home at night, and discuss, analyze everything in picture, then play record.

First explain boy has problem similar to those boys and girls in class have -- listen and be prepared to help solve it.

Problem: boy wants parents to take him to visit his friend but they are "busy".

Discussion should bring out, from children

a. definition of the problem
b. what can be done
c. what will happen next week

Other important facets include: (inferred or implied)

a. boy loves parents
b. parents love boy
c. both sides are polite to each other
d. boy understands the "why" he doesn't get what he wants

Time permitting, show and discuss other photoboards.

Louis Sartor Grade Level: 1-3

"RAINBOWS"

Objective:

To develop appreciation for others irrespective of ethnic background.

Materials:

SVE (Society for Visual Education) Kit - C102-1
"People Are Like Rainbows", filmstrip and record

Procedure:

Show filmstrip, play record, for entire group in classroom.

Film is about primary age children in a classroom.

Follow-up group discussion reinforces ideas that we like people for what they are and do, not for how they look; the combination of all people is beautiful, like the rainbow.

Additional, later activities

a. Children draw rainbows
b. Children cut out pictures of different people, from magazines make collections, collages, stories about them.

Marsha McKenna Grade Level: 3-5

"MINI-PUPPET PLAYS ON FEELINGS"

Objectives:

To introduce the idea that show our feelings and emotions in our actions.

To develop an awareness that it is all right to show feelings.

Materials:

hand puppets (people if possible, but animals will do), small puppet stage or cardboard box, set of 3x5 cards each with a different emotion written on it.
Some suggested feelings to use are: sad, tired, happy, silly, mad, jealous, grouchy, or mean.

Procedure:

Divide the class into group of twos.

Pass out one 3x5 card to each couple.

Explain they are each to put on a mini-play to show how one might act when having the feeling on their card.

Demonstrate by using two puppets to show someone feeling a specific emotion.

The mini-plays only need to be a few interchanges of conversation.

Follow-up Activity:

Discuss the different ways to express the same emotion.

Cards might be exchanged if time permits, and different feelings are then portrayed by different players.

Carol Payne Grade Level: 4-6

"POSTERS AND YOU"

Objective:

Awareness that similar stimulas brings about different responses from different individuals.

Materials:

drawing paper, crayons or colored chalk, suitable quotes

Procedure:

Present to the class several (about three) different statements and have them develop a poster from one.

Example of some sayings:

1. Fences were made for those who can't fly . . . E. Hubbard
2. Life is a journey, not a destination.
3. Set me adrift in a sea of hope -- I'll set my sail to a new horizon.
4. The greatest revelation is stillness.
5. The deepest feeling always shows itself in silence.
6. It often shows a fine command of language to say nothing.
7. Today may beautiful things happen to you.
8. You make me smile.
9. The main thing in life is not to be afraid to be human . . . Pablo Casals
10. There are two ways of spreading light: to be the candle or the mirror that reflects it. . . Edith Wharton
11. You are the only you in the whole world.
12. Someday is never.

Use student posters to decorate rooms and halls. Discuss how we individuals see things differently.

Reference:

Warm World, Argus Communications, 1973 Catalog, Niles, Illinois

Carol Payne   Grade Level: 4-6

"VALUE SURVEY"

Objective:

To help the students identify the priorities in their own value system.

Materials:

Ditto sheet of 18 values.

Procedure:

Pass out the typed ditto sheet with the directions included on it . . . an example follows.

Follow-up Activity:

Do this activity at the beginning of the school year and then again near the end to see if any changes have taken place.

Reference:

Values Clarification, Simon, Howe, & Kirschenbaum,
Hart Publishing Co., Inc. New York, 1972,
pages 112-115.

VALUE SURVEY

DIRECTIONS:

Below is a list of 18 values arranged in alphabetical order. Your task is to arrange them in order of their importance to YOU as guiding principles in YOUR life. Study the list carefully. Then place a 1 next to the value which is most important for YOU; place a 2 next to the value which is second most important to you, etc. The value which is least important, relative to the others, should be ranked 18. Work slowly and think carefully. Feel free to change your answers. The end result should truly show how you really feel.

_________ A COMFORTABLE LIFE (a prosperous life)

_________ EQUALITY (brotherhood, equal opportunity for all)

_________ AN EXCITING LIFE (a stimulating, active life)

_________ FAMILY SECURITY (taking care of loved ones)

_________ FREEDOM (independence, free choice)

_________ HAPPINESS (contentedness)

_________ INNER HARMONY (freedom from inner conflict)

_________ MATURE LOVE (sexual and spiritual intimacy)

_________ NATIONAL SECURITY (protection from attack)

_________ PLEASURE (an enjoyable, leisurely life)

_________ SALVATION (deliverance from sin, eternal life)

_________ SELF RESPECT (self-esteem)

_________ A SENSE OF ACCOMPLISHMENT (making a lasting contribution)

_________ SOCIAL RECOGNITION (respect, admiration)

_________ TRUE FRIENDSHIP (close companionship)

_________ WISDOM (a mature understanding of life)

_________ A WORLD OF PEACE (freedom from war and conflict)

_________ A WORLD OF BEAUTY (beauty of nature and the arts)

Louis Sartor Grade Level: 4-6

"LISTENING"

Objective:

To encourage good listening practices.

Materials:

None

Procedure:

Following sessions held in circles, preferably of small or medium sizes, the leader asks that a clockwise (or counter-clockwise) review be made, with each participant briefly summarizing something important said by the person to his left (or right). This is then followed by the leader's summary of group accomplishment for the day.

Knowing that every individual will be asked to review what others have said seems to be an effective device for encouraging effective listening.

Louis Sartor Grade Level: 4-6

"HOW CAN WE HELP"

Objectives:

To promote group responsibility.

To achieve better classroom behavior from an individual.

To analyze unsatisfactory conduct.

Materials:

None

Procedure:

Half classroom, usually 14-18 pupils, sits in circle using the techniques for "magic circle". If and when a pupil refuses to follow the rules, becomes disruptive or abusive, he is asked to leave the room, rejoin the other half of the class -- provided it is out of hearing. Henceforth, "magic circle" is suspended for this session.

Circle then discusses the undesirable behavior, tries to determine why it occurs, and explores courses of action to be taken.

Points which should be made clear to group

a. We like the person, but may dislike his attitude expressed in his behavior, actions.

b. Collectively,we feel a responsibility to help him change his undesirable actions to acceptable ones.

c. Individually, we will try to help him.

d. Peer approval/disapproval are potent influences.

Louis Sartor Grade Level: 4-6

"WHAT CAN I DO ABOUT IT?"

Objective:

To explore emotions and define maturity.

Materials:

Eye Gate House, Inc., Kit - Me, Myself, and I.
Filmstrip and record #3

Procedure:

Show filmstrip, play record, for entire group in classroom.

Film shows boy of this age group depicting emotions; boy talks about his feelings.

Follow with group discussion, individual contributions concerning experiences with emotions.

Point should be made that we all have emotions; maturity is learning to make appropriate responses.

Children should present some personal illustrative examples of appropriate responses.

Betty Smith Grade Level: 4-6

"TOOLS OF THE TRADE"

Objective:

To broaden knowledge of variety of job titles.

To promote awareness that many different jobs use the same tools.

Materials:

Tools used in a trade (wrench, hammer, saw, level, T-square, triangle,and drawing board). Your doctor or dentist will give you old X-rays and these really create a sensation.

Procedure:

Divide group into two teams.

Exhibit "tool". Let them handle.

Then, taking turns, a recorder from each team writes one job on the board that would relate to the "tool". There may be duplication. If one team selects a certain job title, the other team may not use it.

For older students (if some time can elapse) encourage research and ask parents and friends.

Betty Smith Grade Level: 4-6

"HOW MANY JOBS?"

Objectives:

To promote awareness that many occupations work together to produce one finished item.

To broaden vocational vocabulary.

Materials:

An object (newspaper, piece of fruit, box, piece of clothing, bike tire, carton of milk).

Procedure:

Contest between two teams of boys and girls finding out how many occupations or jobs are involved in making the displayed item.

Relate to occupational cluster.

If several days can be allowed, encourage students to ask parents, friends, and do research.

Betty Smith

Grade Level: 4-6

"GUESS THIS JOB"

Objectives:

To broaden knowledge of number of occupations and careers.

To provide practice in using the classified section of newspaper.

Materials:

Classifield section of newspaper (doesn't have to be current).

Procedure:

Discuss the various sections of the classified section of newspaper briefly, then point out the Help Wanted section. Elicit alphabetical arrangement.

Have several students read a particular job that catches their interest.

Asking students to work alone or in groups of two, have them pick a job to act out in front of the class. They may not talk - only act. The rest of the group tries to guess the job title.

Betty Smith Grade Level: 4-6

"WHAT AM I?"

Objectives:

To increase vocational vocabulary and knowledge of the number of vocations and careers.

To enable fantasy about a greater number of occupations in relation to themselves.

Materials:

Paper and pencil. (nothing is going to be handed in)

Procedure:

Put a few of the following riddles on the board:

1. Come sit in my special chair
and I will trim your hair.
I am a _ _ _ _ _ _ .

2. One of the most important things I can do
is protect your health by examining you.
I am a _ _ _ _ _ _ .

3. If you want to go somewhere
I'll drive you for a fare.
I am a _ _ _ _ _ _ _ _ _ _ _ .

4. Do you ever dream
about delivering milk and cream?
I am a _ _ _ _ _ _ _ _ .

5. The stories I tell you are not fables,
I'm the man who waits on restaurant tables.
I am a _ _ _ _ _ _ .

6. I type letters for my boss
to prevent a communications loss.
I am a _ _ _ _ _ _ _ _ _ _ .

7. In a plane I do fly
serving folks in the sky.
I am a _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ .

8. I don't make my work a chore
when I bring letters door-to-door.
I am a _ _ _ _ _ _ _ .

Contined next page....

Discuss and solve these together.

Give group time to make up some of their own (working alone or with another person).

Ask that number of spaces after "I am a _ _ _ _! match the number of letters in the job title.

After becoming familiar with the game discuss job clusters and narrow possibilities down to one job cluster.

Reference:

Elementary School Guidance & Counseling, March, 1972
Career Work Game, p. 200.

Carol Payne Grade Level: 5-6

"MAGIC BOX"

Objective:

To realize our make-up consists of more areas than just our physical appearance.

Materials:

small box, pieces of paper, pencils or pens

Procedure:

Explain that today we are going to play a game to see if you can describe yourself in three areas so someone else can recognize you.

The three areas are:

emotional
intellectual
social

Explain these three areas:

Example: intellectually--some people are good or smart in certain subjects and not so bright in other subjects or abilities.
"I like to work with my hands but I dislike geography."

Have each student place his slip in the box.

Then randomly pass the completed sheets out to the students.

The students get three chances to guess whose paper he has.

Some classes have kept score to see how well the class was able to describe themselves without giving physical clues.

Follow-up Activity:

Have a student describe positively one of his classmates and see who guesses the individual being described. The student may describe himself. The one that guesses correctly gets to describe the next person.

Carol Payne Grade Level: 5-12

"CAREER BINGO"

Objective:

To increase career knowledgeability.

Materials:

large pieces of paper
pens or pencils

Procedure:

Prepare in advance a list of 30 names of occupations and keep this hidden.

To start the game, give each person a large sheet of paper and ask him to draw five lines each way from margin to margin, making 25 squares.

On a signal, each starts writing the names of as many different occupations as he can think of, one in each block until all the squares are filled.

Wait until everybody finishes filling the squares and give a little prize to the first.

Then read the previously prepared list slowly while each player crosses out on his own sheet the names of occupations as read.

Anyone who gets 5 crosses in a row vertically, diagonally, or horizontally, calls "Bingo".

Reference:

Games That Introduce The World of Work to Elementary Children, Jeanette Verenakes, University of South Florida, EDG 603, Dr. Bott, Quarter I, 1970.

Ann McLaughlin Grade Level: K-2

"LOST CHILD GAME"

Objective:

To recognize individual differences.

Materials:

Filmstrip . . . . "People are Like Rainbows"
DUSO. . . . "The Fairfield Fire Dept." I-B
Dr. Seuss' book . . . . Sneeches
(Any one of the above . . . .)

Procedure:

Read the story or show the filmstrip. Discuss with the students the individual differences in the story. Be sure to include emotional differences as well as physical.

Play the game of "Lost Child". The game includes a parent, policeman, and a child. The parent describes one of the students in the room and the policeman tries to guess who it is through the description.
Example:
Parent: (very upset) "Oh MR or Ms Policeman or Policewoman please help me find my lost child."
Policeman: (Allow students to come up with their own description and dialogue.) Example: "Can you describe your child?" or "What do they look like?" Do not use names.
Parent: Student describes someone in the class.
Policeman: Tries to find the lost child or may ask some more questions to establish a clearer picture of who it might be.

The lost child then becomes the parent and the parent becomes the policeman and you begin again. Continue as long as time permits or until all children have had a turn.

Reference:

Don Dinkmeyer, Developing Understanding of Self and Others--DUSO, American Guidance Services, Inc., Publishers' Building, Circle Pines, Minnesota 55014.

Bette McConnell Grade Level: Adaptable to K-6

"FEELINGS"

Objective:

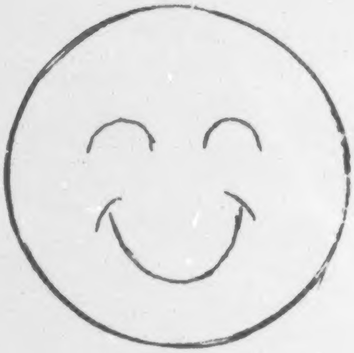
The purpose of the activity is to help children become more aware of their feelings and the feelings of others and what causes these feelings.

Materials:

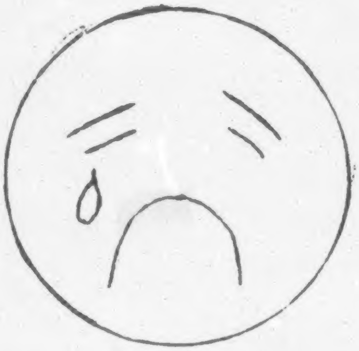
Filmstrip . . . "Circle of Feelings" from SRA Stage One: Awareness
Large "Feelings" cards.
Duplicated sheet of numbered circles for each child.

Procedure:

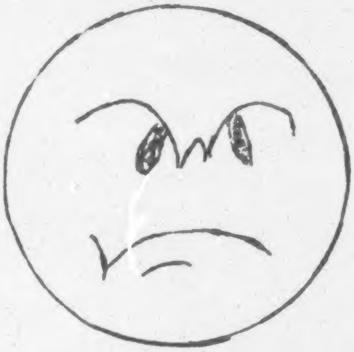
Introduce activity in lower grades by showing filmstrip.
Display large "Feelings" cards and have children identify the feelings each face represents.



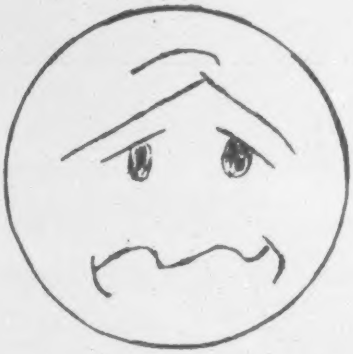
HAPPY



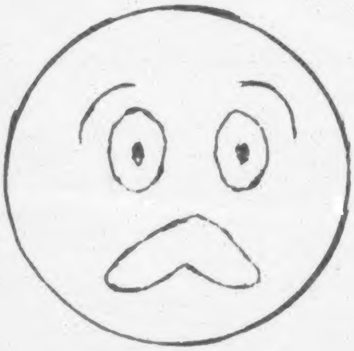
SAD



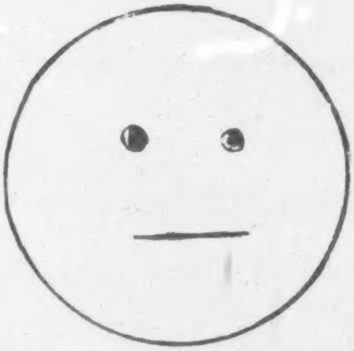
MAD



WORRIED



SCARED



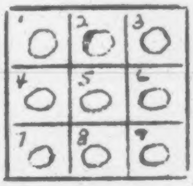
NO FEELINGS

Procedure: (Continued)

Give each child a duplicated sheet with numbered circles. (Number of circles can vary with grade level you are working with.)

"In circle number one draw the face that shows how you feel when you are washing the dishes at home."

"In circle number two draw the face that shows how you would feel if your pet had not come home for a whole day."



(Maturity and number of statements should vary with age group you are working with.)

You may want to talk about different reactions that students have to each statement.

Follow-up Activity:

Follow-up activity may be discussion of pictures in Photoboard kit, "Moods and Emotions".

Caroline Fenderson, Carol Payne, Bette McConnell, Ann McLaughlin

Grade Level: K-6

"ANGER KIT"

Objectives:

Understanding and accepting of self and others. Positive ways of releasing and dealing with anger.

Materials:

Balloons, mirror, clay, a yarn or sponge ball, pegboard/hammer, finger paint, a doll (wire rubber doll - long arms and legs).
Filmstrip - First Things: Social Studies/Guidance,
"You Got Mad: Are You Glad?" - Part I & Part II.

Procedure:

Show Part I of filmstrip, "You Got Mad: Are You Glad?" Discuss the feelings in the filmstrip. Relate to a time when they felt hostility. "What can happen if you don't let the anger out? If you pretend you're not mad?"

"We all get mad sometime. What are some of the things we can do about it?"

"One of the ways to let our anger out is: . . . "

Example - (Using balloons)

1. Each student blows up a balloon.
2. As they blow them up they say to themselves, "I am angry. I am filling this balloon with my anger!"
3. The student takes a pin and busts his own balloon while saying or yelling, "POP - there goes my anger."

See Materials section for other vehicles to help express anger.

At second session show Part II of filmstrip and encourage the students to relate the ideas presented dealing with their personal anger discussed at the previous meeting.

Caroline Fenderson, Carol Payne,
Bette McConnell, Ann McLaughlin

Grade Level: K-6

"SPIN A FEELING"

Objective:

To give students the opportunity to become aware of feelings through role-playing, puppet-play, and/or discussion.

Materials:

Feelings Board, Spin Indicator Board and puppets (optional) (Example of boards on last page following activities)

Procedure:

Have the students form a circle around the large Feelings Board The counselor chooses a student that is able to risk himself to start the game.

The student spins the indicator on the Spin Indicator Board, but does not reveal to the group which feeling the indicator pointed to. He then role-plays or puppet-plays to the group the feeling. Others of the group who feel they recognize the feeling raise their hands to be called upon. The spinner chooses one at a time and the student giving the correct answer becomes the next spinner. If a student that has already had a turn as spinner guesses correctly, he chooses someone who has not yet had a turn to take his place. Continue as time permits or until all have had a turn.

Supplementary Activities:

I a. Student places a marker (rock, eraser, etc.) on the section of the Feelings Board which represents the feeling he wishes to share. The following questions may be asked depending on the maturity of the group: "Tell about a time you felt that way. What happened to cause you to feel that way? What, if anything, did you do about it?"

I b. Instead of placing the marker on the Feelings Board, the student may spin the indicator on the Spin Indicator Board and discuss the feeling the indicator stops on. Follow the discussion procedure indicated above. Each student will be given a chance to share or pass as the marker is passed clockwise around the circle. Group interaction is maintained through active reflective listening of group members. The student who has shared his feeling chooses someone from the circle to reflect back what the sharer said. If the person selected to reflect is unable to, another is chosen until someone can.

II. Four feelings categories are selected by the students in the following manner:
Four students are chosen to spin the indicator one at a time and each feeling selected is placed on a chalkboard or large paper for everyone in the group to decide which one of the four feelings groups he wishes to join.

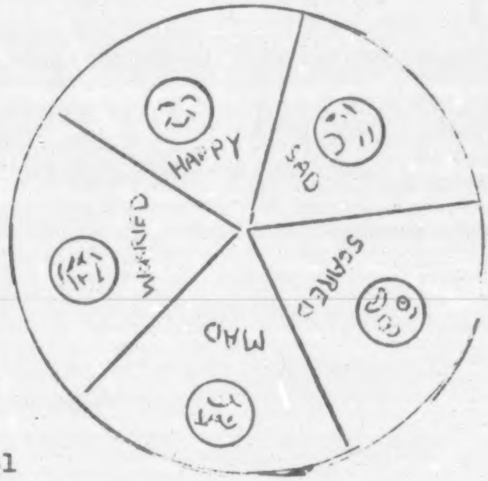
Each student goes to the part of the room set aside for the feeling discussion group he wishes to be in.

The small groups may either be "free" discussion or structured on questions in supplementary activities I a. These questions could be written on the board or large paper for easy reference.

The counselor can facilitate the discussions by moving from group to group.

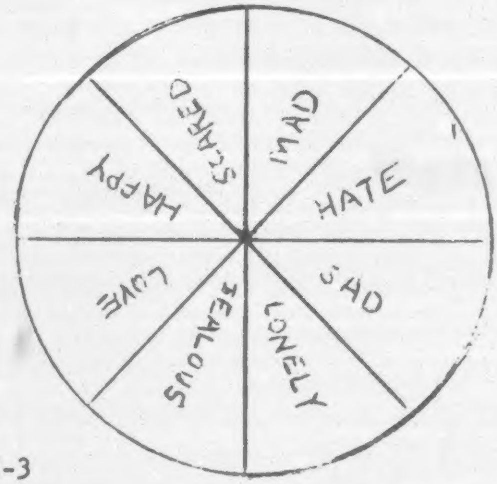
After about ten minutes encourage the small groups to share with the total group some of the things that came out in their discussions.

Note: In any version of the game the student may pass.

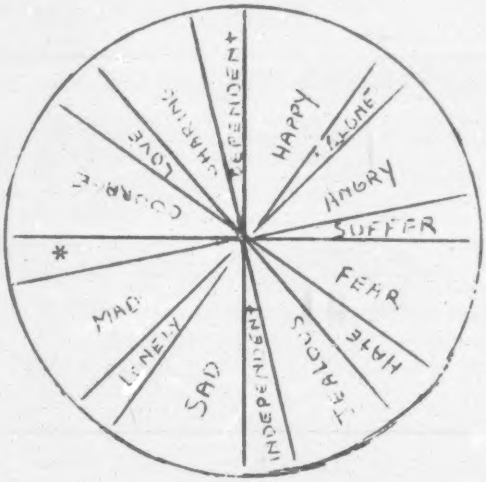


The Spin Indicator Board is a small version of the Feelings Board with a moveable pointer in the center.

Level K-1



Level 2-3



* Students may fill in the blank with any other feeling they wish to include in the game.

Level 4-6

Carol Payne

Grade Level: K-6
(done with 4th)

"A HAT--A JOB"

Objective:

To establish an awareness for the many varied types of careers that use or require hats.

Materials:

Old magazines for pictures of the various hats collected, if a picture collection is contemplated for scrapbooks or bulletin boards...Camera, films, tape recorders, and tapes if a slide production is planned....

Procedure:

Discuss with the students the many varied types of jobs that are associated with hats. List on the board all the occupations the students mention. Explain that a project will be done in which, as a class, they will collect as many different hats as possible. To establish greater motivation and interest in the unit, a slide presentation was planned.

The students became involved and the unit mushroomed into student reports, a hall display, and three scrapbooks of pictures which were donated to the school library.

The slides consisted of pictures of each of the students in their respective hat taken either at the place of work or at school. The class made a tape to accompany the slides in which each student explained briefly their hat occupation.

This slide presentation was shared with the rest of the school and was very well received and has inspired interest among the other teachers and students in career awareness.

Reference:

Elementary School Guidance and Counseling Journal, Vol. 7, No. 1 October, 1972, "The Hat Exhibits", Louise B. Forsyth.

Ann McLaughlin Grade Level: 1-3

"SHARING"

Objectives:

To become aware of how it feels to share.
To realize some things are easy to share and some are not.
To understand we can share feelings as well as things.

Materials:

Kindle Series III - filmstrip "It's Mine" (optional)

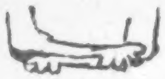
Procedure:

Show filmstrip if available, otherwise discuss sharing things and feelings. How do you feel when you share? What is hard for you to share? What is easy for you to share?

Teach the voting game.

hand up means easy to share

hand down means hard to share



arms crossed means can't decide

Give several examples of sharing items and note the student reactions. Count votes and discuss.

Example: You come home after school and your mother is baking cookies for a friend. She says you can only have one. You are about to begin to eat it when two friends of yours come in. Would it be easy, hard, or you don't know to share the cookie?

Example: You are really feeling happy because today your big brother is taking you with him to a baseball game. Is it easy, hard, or ? to share a smile with people you see on the street?

Procedure: (Continued)

Example: You have a bag of jelly beans. Is it easy, hard, or ? to share them with your best friend?

Example: You have one swing in your yard and a good friend comes over. Is it easy, hard, or? to share the swing?

Example: You are given a delicate model airplane that will easily break. Is it easy, hard, or ? to share.

When the class realizes that not everyone feels the same about each issue and they seem to understand the game, allow the students to share experiences they have had themselves. Take a class vote to see how the others react to different situations.

Reference:

Kindle Series III - filmstrip "It's Mine" and *Values Clarification* by Sid Simon

Caroline Fenderson, Carol Payne,
Bette McConnell, Ann McLaughlin

Grade Level: 3-6

"FORGETTERY KIT"

Objective:

Constructive means for students to deal with things that "bug" them.

Materials:

Chalkboard (Goof board) (These could be pieces of cardboard but cut to appropriate sizes.)
Chalk (colored, if possible)
Mazes (paper and/or overhead)

Procedure:

Explain to the student that everyone makes mistakes. Have the students share some mistakes they have made. Everyone writes down (a symbol may be used) a mistake or goof they made in the last week. For a few minutes each person thinks about his personal goof. If student chooses, he shares his goof and the group can offer ideas about what could be learned about this mistake. Then the individual can say to himself, "I have taken the good things from this mistake. I don't need it anymore. I won't let it slow me down."

Erase the board.

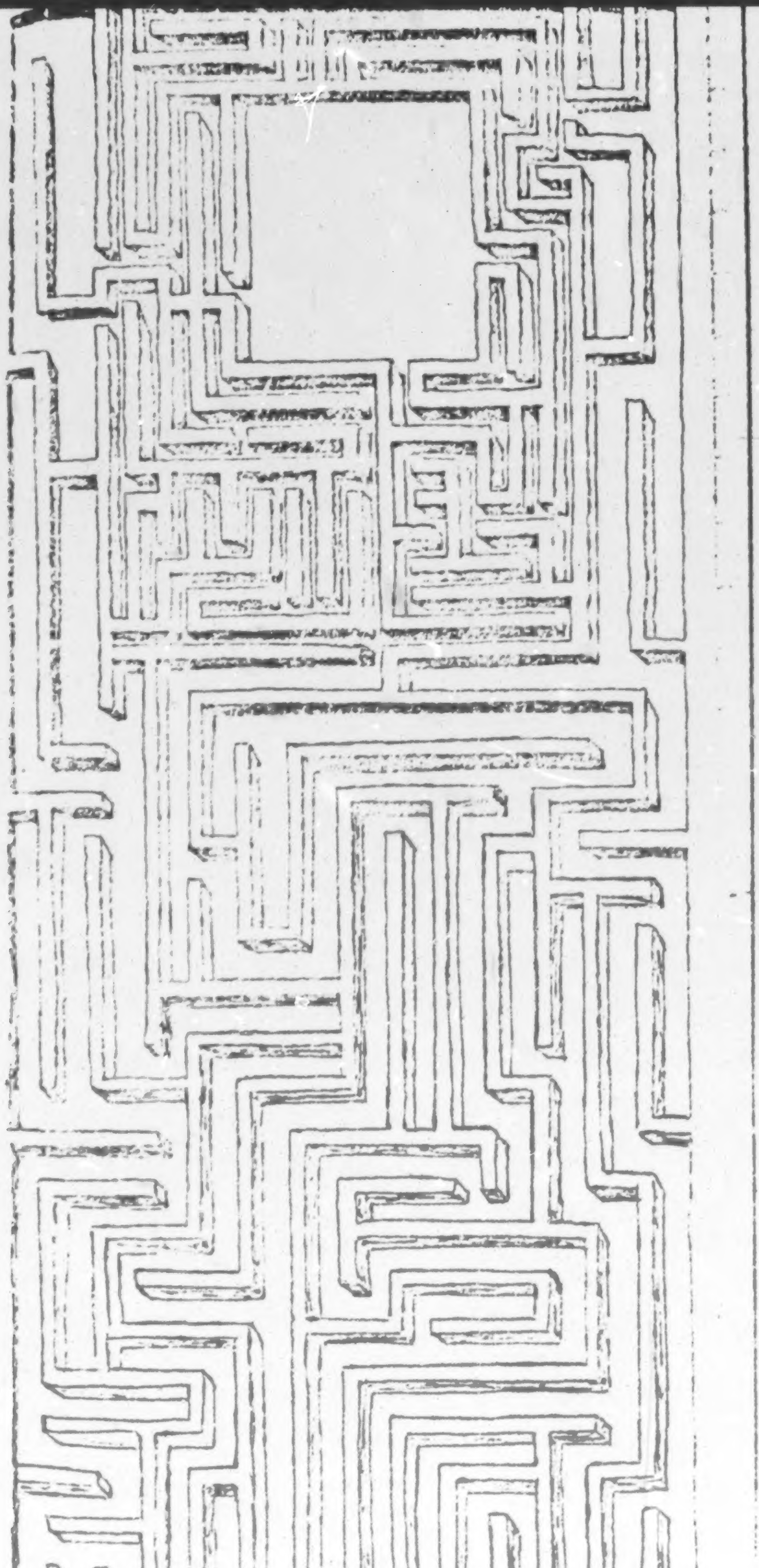
Supplementary Activity:
Maze Activity - Introduction: "Do you know what the SECOND biggest mistake is??" "It's to make one mistake and just stop so you won't make another."
"Who can guess what the BIGGEST mistake of ALL is that you can make?" "It's to be so afraid of mistakes you never try anything in the first place."
Encourage students to write paper utilizing this procedure.

M & M (Mistakes Master)
Purpose is to try and try again and to learn from past dead-end lines or mistakes. Mistakes are stepping stones in life.

See next page for M & M (Maze).

Reference:

Maltz, Dr. Maxwell, Secrets, 1970 Children's Success Goals Inc.


START

Caroline Fenderson, Carol Payne, Bette McConnell

Grade Level: 3-6

"HOW TO GET AND KEEP A FRIEND"

Objective:

Increase interpersonal skills.

Materials:

Kindle Series III - filmstrips "Will You Be My Friend" and "Smiles Don't Just Happen".
Dimensions of Personality: Grade 6 - Becoming Myself, Chapter 6, p. 54.
Anglund, A Friend is Someone Who Likes You.
DUSO, "Frowny Brown", p. 42.
Warm Fuzzies (Book)

Procedure:

Meeting 1 - Choose one of the above to introduce the meaning of friendship.

Form a circle with the students and have them give a name of a friend.

Ask: (and go around a second time)

1. Name one thing you like about your friend and one thing they like about you.
2. How did you become friends?

Meeting 2 - Students should be in a circle. Encourage the students to express ways to make friends and list (so all can see).

If the following are not on the students' list, play game or rap for the discovery or practice of:

1. (A sincere compliment) Say something nice to someone in the circle.
2. (Ask questions and listen) Each student asks another a question and that person answers. Then the asker repeats answer to the circle and the answerer confirms what asker repeated.

Ask how the students felt after completion of Activity 1 and Activity 2. Encourage students to identify/define principle in own words and use it.

Homework is to pick someone who has never been friendly to you and say something nice to them every day and ask questions about things he's interested in and listen to the response.

Meeting 3 - Make a circle and discuss the previous weeks' activities. Did it make a difference in the person and how did he feel?

Activity: DUSO, "Frowny Brown" (K-3)
Warm Fuzzies story (4-6)

Accentuate the fact that a person has influence on others - a smile is contagious.

Note: Argus Communications has a Warm Fuzzies story book appropriate for K-3.
Another culminating activity could be the filmstrip, "Smiles Don't Just Happen."

Ann McLaughlin Grade Level: 3-6

"CHOOSING FOR MYSELF"

Objective:

To facilitate making choices.

Materials:

Mail order catalogs.

Procedure:

Make a list of 10 items--depending on type of catalogs available.
Example: dress, hat, shoes, belt, coat, socks, blouse, skirt, toy, pants, etc.

Each person has an imaginary $50.00 to spend. They may choose items from the catalog. They must not exceed $50.00 and must choose an item from the catalog for each of the 10 items listed. The students could also figure sales tax.

ORDER

NAME: ______________________________

ADDRESS: ______________________________

ITEM	COLOR & SIZE	PAGE & CATALOG	COST
		Total	

Reference:

Dimensions of Personality, *I Can Do It*. P. 69 (adapted from Grade 2)

Ann McLaughlin

Grade Level: 3-6
(used with non-readers)

"WORLD OF WORK UNIT"

Objective:

The following activities show the interdependence of people and jobs through career awareness.

Materials:

Listed with each activity.

Procedure:

Meeting I
- a. Have students choose 30 occupations (or as many as students in the class) or businesses needed for a city.
- b. Each Student chooses one of the above; the student will visit the business on their own. A camera was supplied the students to take 2 or 3 pictures. A letter of introduction explaining the project was given to each student. The culmination of the unit was showing the pictures and taping each child as they told about their personal field trip.
- c. Pantomine the job you choose and let the class guess.

Meeting II
- a. Know 3 skills you need to do your job and be successful.
- b. Make a stick puppet (how do you dress?)
- c. Do a mini-play and show one skill your puppet needs to do the job.

Meeting III

Make a large mural map of a city showing streets, parks, etc. (Each person may draw the building or place of the occupation chosen and attach it and the puppets to the mural.)

Meeting IV

Before class, tape the music of "Dry Bones".
CHORUS:
These jobs, these jobs all need each other..
(repeat twice) now listen to the words of our song....

Use story books available to show the interdependence of people and jobs.
Example: A boy with a sheep who used the wool to make a suit. If the students are too advanced for the book, just show the pictures and tell the story. Explain before reading that the class is to remember all the jobs mentioned and how they are interdependent. List the jobs on the board, as students remember them. Arrange them in sequential order. Choose 8 jobs which are interdependent and use to the music of "Dry Bones".

Procedure: (Continued)

Example: The sheep shearer depends on the carder, the carder depends on the spinner, etc. The whole class joins in at the chorus and indviduals speak the other lines in time to the music.

Meeting V

Mobile -- students make mobile illustrating jobs interrelated to the one they chose.
Example: grocer-farmer, trucking, salesman, customers, etc.
Leave completely to the students' imagination.

Meeting VI

Plan a production line.
Example: Kites -a commercial kite can be taken apart and class decides upon:

1. How to make it
2. Materials needed
3. Jobs required and assignment of
4. Job description

Meeting VII

Production line set up and enough kites were made so each student received one.

Meeting VIII

Showing of slides (SEE Meeting I)

Example:

Letter of Introduction

This will introduce ____________________, a student at ____________________ Elementary School. Our Social Studies class is studying the many jobs and occupations needed to run a city. This student has expressed interest in your business. Would it be possible for ______________ to see your operation and learn of the jobs needed to run it and some of the skills required for these jobs. ______________ will share these experiences with the rest of the class.

Thank you for helping this young student learn about his community.

Sincerely,

Principal
Counselor
Teacher

Reference:

Yellow Pages of Learning Resources. MIT Press, Cambridge, Mass. 02142.
Social Studies filmstrips on many occupations are usually available in elementary schools.
Posters on occupations: Community Helpers Activities, Set 2, FA Owen Publishing, Dansville, N. Y. 14437.
Modern Workers, Set 1 and Set 2, Instructor Publications, Dansville, N. Y. 14437.

Ann McLaughlin Grade Level: 4-6

"PERSONAL SHIELD OR COAT OF ARMS"

Objective:

To help students to think about the question.... "What am I doing with my Life?"

Materials:

Drawing paper or mimeographed sheets, crayons, pen or pencils.

Procedure:

Begin with a discussion: What is a shield? (Coat of Arms)
Can you remember any designs on the front of the shield?
What might these pictures or designs mean?
Finish discussion by explaining you will make personal shields or coat of arms.

Hand out mimeographed shields as sketched or drawing paper and let students draw shields any shape they prefer. Divide shield in six parts.

Questions for the six parts. A picture, design, or symbol for each section. (Students may add a word or phrase)

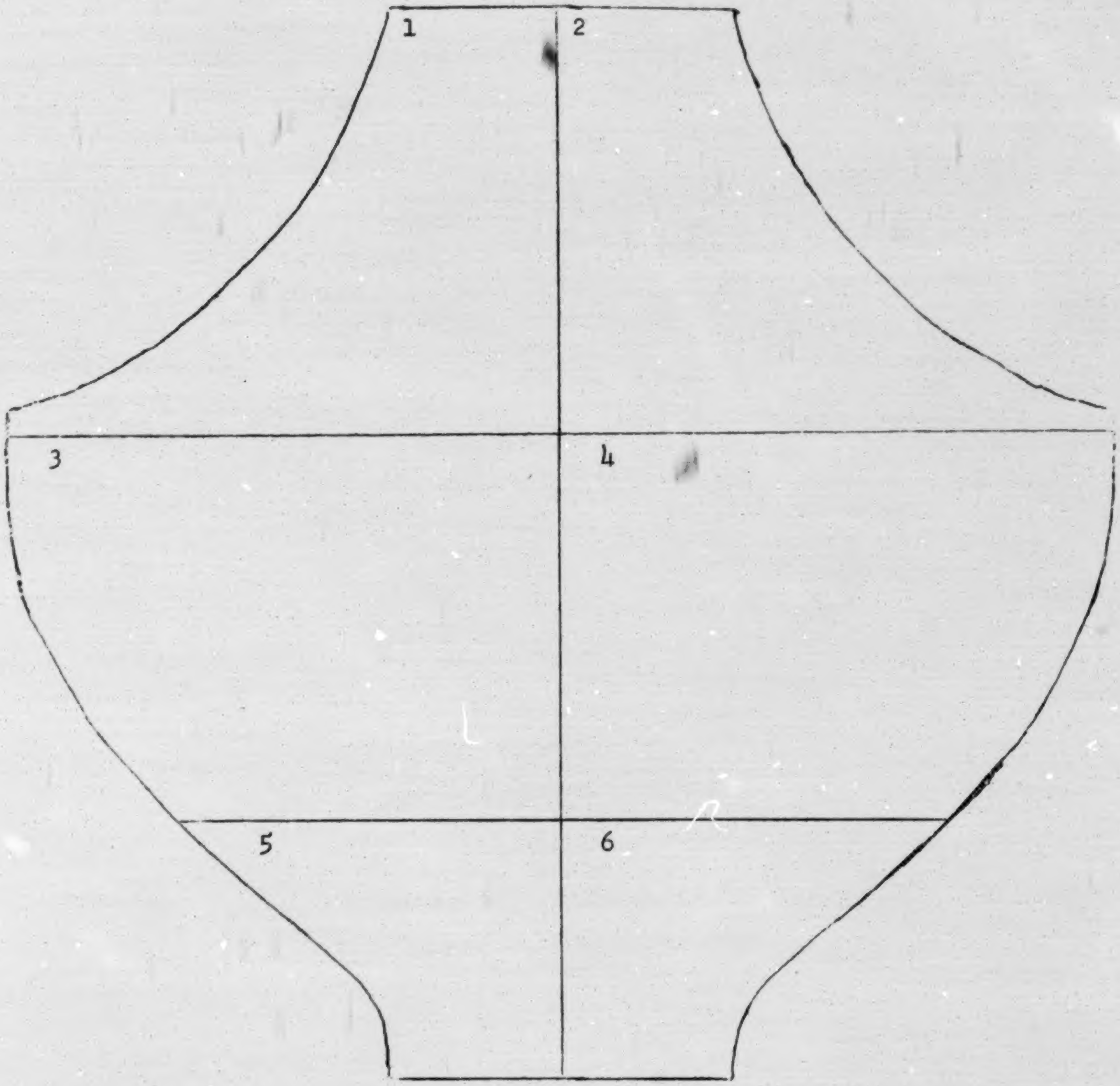
1. What is the greatest thing I have ever done in my life?
2. What is the worst thing that has ever happened to me?
3. What is one thing other people can do to make me happy?
4. What do I want to be when I finish my education?
5. What would I want someone to say about me if I died today?
6. What is something that makes me very sad?

The last 5 minutes or so of the class period have those who would like to share different parts of their shield with the rest of the class. Sharing is not required. The shields make an attractive bulletin board.

By making a large copy of the shield with the questions written in each section it can be taped to a blackboard during the lesson and students can refer back to it.
(SEE following page for a shield design.)

Reference:

Values Clarification, Sidney Simon; Leland W. Howe, Howard Kirschenbaum. Strategy #47, p. 278 (adapted for elementary).



Carol Payne

Grade Level: 5-6

"PHONEBOOK JOBS"

Objective:

To expand student's knowledge in the use of the yellow pages of a phonebook and career awareness to the many varied occupations in one's own locale.

Materials:

Old phonebooks

Procedure:

Discuss with the students the different methods of listings: Example: If you have a broken arm who would you call? Yes, a doctor. Is it listed under doctor? (Doctors are listed under physicians.)

Following the explanation the students are to make up a riddle in regards to a career or job; the first student that is able to find in the yellow pages a person or business that would answer the riddle,that student gets to present his riddle next.

Example of some riddles:

I have a car that has been in an accident and needs the fender fixed. Who do I call?

My hair is too long and I want to have it cut. Who could I call? (Answers may vary on this according to sex of the student.)

There are bugs in my house. I'll call?

I need a ride to the bank. I think I'll call a __________?

Ann McLaughlin Grade Level: 5-6

"NO TALKING"

Objective:

To become more aware of non-verbal communication.

Materials:

None

Procedure:

Ask a group of 8 to 16 students to form a circle. Talk about communication non-verbally. See how many ways students can think of what they communicate non-verbally. Example: walk, shrug, quick movements of eyes, tense body, etc. When you are convinced that they understand the concept of non-verbal communication, explain that often we say one thing verbally and a different thing non-verbally that cancels out the verbal expression. Our non-verbal expressions are usually more honest than our words and often there is a large discrepancy between the two.

Now have the students find partners and sit facing each other. Say, "I want you to deliberately cancel everything you say with a non-verbal disqualification. Whatever you say, cancel its meaning with a gesture, facial expression, tone of voice, laughter, or some other non-verbal behavior. Be aware of how you feel as you do this, and exactly what you and your partner do that cancels your verbal messages. Take turns doing this with your partner for about five minutes.

Now sit quietly for a little while to absorb your experiences.
How did you and your partner cancel your messages?
Do you recognize any of these ways of cancelling as things you have done before?
How did you feel during this message-cancelling?
What else did you notice during this?
Now take a few minutes to tell each other what you experienced during this experiment.

Then discuss the experiment as a whole group--let anyone who is willing share. No one has to share.

Choose a different partner and sit facing each other.
Non-verbally decide on an activity to do together.
Allow this to continue until most of the groups are involved in an activity, then ask them to stop and discuss this experiment between themselves.

Procedure: (Continued)

Change again to a new partner and become aware of who is taller. Decide who is the tallest in each couple and have the taller person raise his hand. When all the groups have decided who is tallest, have them talk quietly with their partner for a minute. After a minute say "FREEZE....Don't move! Stay in whatever position you were in when I told you to freeze. Take a minute to be aware of your own position and what it expresses, and also be aware of your partner's position and what it seems to express.

Now I want the taller person to stay frozen, while the shorter one mirrors his frozen posture. As you copy his posture, be aware of how your body feels in this position. Close your eyes briefly and feel what your body is like in this position. What does this posture express? Now stay in this position and share your awareness and impressions. Tell him what you notice about his posture as you copy it and get into the feel of it, and find out what he is aware of in himself, and as he sees you mirroring him.

Reference:

Stevens, John O., Awareness: Exploring, Experimenting, Experiencing. Real People Press, P. O. Box 542, Lafayette, California 94549, pp. 115-120.

Ann McLaughlin Grade Level: 5-6

"AWARENESS"

Objective:

To be aware of the energy used in anxiety and worry about the past and the future.

Materials:

None

Procedure:

Have a group of 8 to 15 students find a comfortable position--sitting in chairs or on the floor. No one should be touching anyone else.

Begin by asking them to not touch each other during this experience. "Listen to your breathing -- breath deeply and very slowly -- expel the air -- let your breathing become natural and relaxed -- now become aware of how you are sitting or lying -- move any part of you that is not comfortable."

Continue until the group relaxes and settles down.

Then say, "Close your eyes, and keep them closed until I ask you to open them. In about three minutes I am going to call on one of you to stand up and tell this group of strangers about yourself honestly and in some detail. Between now and then I want you to imagine that you are the one that I will call upon. I'm giving you a chance to rehearse and decide what you will say. Actually imagine yourself standing in front of the group facing the people here. What will you say about yourself? Now get in touch with your physical existence. What is going on in your body? What tension, nervousness, or excitement do you feel?"

"Now stay in touch with your physical existence and notice any changes that occur as I tell you that I am not going to ask anyone to stand up and tell the group about himself. Be aware of what happens in your body now. O.K. Open your eyes."

Then explain in your own words the following - using an illustration applicable to your group.

"Now I want to give you some words which may be useful to you in understanding this experience. I deliberately threatened you with a situation in the future. I asked you to jump into the future and prepare for this task of telling the group about yourself. Your energy and excitement increases in order to meet this challenge, and you feel some symptoms--your heart beating faster and certain muscles tensing or trembling. If the task were actually present here, all your excitement could flow into activity--moving your body, speaking, gesturing, etc. But since the challenge is in the future, all your excitement has nothing to do, so it piles up and you experience what is called anxiety or stage fright. You will also get this experience if the task is actually present and waiting for you, but you don't dare attempt it yet, so you are still rehearsing for the future. Most of you probably not only rehearse for the task itself, but in addition imagine all kinds of failure and dreadful consequences. As you become more excited and agitated about these awful catastrophes that only exist in your imagination, your being upset will interfere with the task itself and may even bring about the failure that you fear. I want you to realize that this kind of difficulty occurs when you leave the now of ongoing reality and jump into the imaginary future which doesn't exist.

There is a story that illustrates the waste of this involvement with the future. A young man has just made a date with an attractive girl for this evening. It is now noon, and tomorrow morning he has a very important exam that he has to study for. So what happens? All afternoon, his mind is so occupied with thinking about the date this evening, that he can't study. Then in the evening when he is with the girl, he is so worried about the exam next morning that he can't enjoy being with the girl! I'm sure you can recognize yourself in this story. Any preoccupation with the future reduces your contact with what exists now, and may wipe it out completely.

"Remembering" or thinking about the "past" does the same thing. Almost all remembering is useless fantasy activity: basking in sentimental replays, thinking about events you wish had gone differently, rehearsing other ways you could have acted, torturing yourself for the actual outcome, etc. None of this can be of any use to you, yet most of your energy is bound up in these fantasies so that you can't experience anything or do anything now.

Now have your group form a circle and share the feelings they had during this activity:
When you said you would call on them -- what did they feel... where...how...what changes were there when you said you would not call on them? ...etc. Was this worry of use to them? Ask for personal experiences when this happened. Was it about the future or the past?

Close by reviewing as in "Magic Circle". (A quick review of something each had shared.)

Reference:

Stevens, John O., Awareness: Exploring, Experimenting, Experiencing. Real People Press, P. O. Box 542, Lafayette, California 94549, pp. 201-203.

Mary Fox Grade Level: K-2

"FEELINGS OF CHILDREN FOR PARENTS"

Objective:

Exploring feelings of children toward Mother and Father.

Materials:

"Stimulus Picture for Love" - Guidance Learnings by Barbara W. Jackson and Donald E. Lott, Project DIRECT, P. O. Box 68, Royston, Ga. 36662.

Picture #38, Understanding Our Feelings, Produced by Century Communications, San Francisco, 1969.

Book, Mommies Are For Loving by Ruth Bonn, Penn. G. P. Putnam's Sons, N. Y., 1962.

Procedure:

Display picture.

Ask questions from "Stimulus Picture for Love" substituting boy for girl.

Read Mommies are For Loving, relating story to questions. Emphasis placed on feeling of anger. "Does everyone get angry with their Mother and Father even though they love them?" "How long are we angry?" etc.

Feelings toward other parent figures may also be explored - i.e., grandmother, aunt, uncle, etc.

Mary Fox Grade Level: K-2

"FEELINGS FOR SISTERS AND BROTHERS"

Objective:

Explore feelings of children for sisters and brothers.

Materials:

1st grade - Picture and story from "Helping Brothers and Sisters", #4 Social Development Teaching Pictures, David C. Cook Co., Elgin, Illinois.

2nd grade - Tom In The Middle by Berthe Amoss, Harper Row, 1968.

Procedure:

Read story to children. Stop to ask why Mother washes dirt off cut and puts on medicine (to kill germs).
Explore feelings of Judy and Tommy. Let children tell how they have helped a brother or sister - or been helped.
Act out poem from sheet, "My Brother, My Sister".

Read book, Tom In The Middle. Accept responses to questions:

1. "Why did Tom quit playing with John?"
2. "Was he angry-mad with him even though he was his brother?"
3. "Why did Tom decide not to play with Mark?"
4. "What did he do? Why?"
5. "What made him change his mind?"
6. "What did he do when he went inside?"
7. "When was he happy?"

1. "What do your brothers or sisters do that makes you mad or sad?"
2. "What do they do that makes you glad or happy?"

Mary Fox

Grade Level: K-2

"OTHERS - VALUES - BEHAVIOR"

Objective:

Exploring personal values.

Materials:

"Teaching Children Values Through Unfinished Stories" - record and filmstrips. Dorthy B. Carr and Ernest P. Willenberg, Educational Activities, Inc.; Freeport, Long Island, N. Y. LP No. 701-primary grades.

Procedure:

Let children offer endings to stories. Approximately 1/2 of stories in series can be covered in one lesson.

Follow-up Activity:

Teacher can show - and accept responses of "ending" for -- remaining stories.

Mary Fox

Grade Level: K-2

"THE FIVE SENSES"

Objective:

Awareness of senses. Importance in everyday life.

Materials:

"Games for the Five Senses" from Guidance Learnings by Barbara W. Jackson and Donald E. Lott, Project DIRECT, P. O. Box 68, Royston, Ga., 36662.

Procedure:

Follow suggested procedure.

Mary Fox Grade Level: K-2

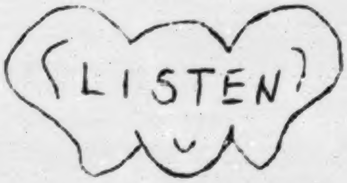
"SENSE OF HEARING"

Objective:

Awareness of the sense of hearing.
Importance of sound to the individual.

Materials:

Picture of big-eared man



14" x 26"

"Listen, There are Sounds Around You" - Part I,
Guidance Associates, Pleasantville, N. Y.

Procedure:

Show picture of big-eared man

a. "What is this word?"
b. "What does it mean?"
c. "How do we know this man is listening?"
(Big ears, small mouth, not talking)

"Let's all LISTEN to this filmstrip about sounds. See if you have heard them before." Talk about sound the children heard.

"Listen today - in room, on your way home. Will you hear new sounds?"

Follow-up Activities:

Teacher may show Part II of "Listen, There are Sounds Around You".
Read - The Listening Walk to the class and talk a walk!

Caroline Fenderson, Carol Payne,
Bette McConnell

Grade Level: 4-6

"FLY HIGH KITE"

Objectives:

To increase the student's understanding and acceptance of self.
To enhance the student's sense of self worth and other people's importance to him.
To give practice in realistic goal setting.

Materials:

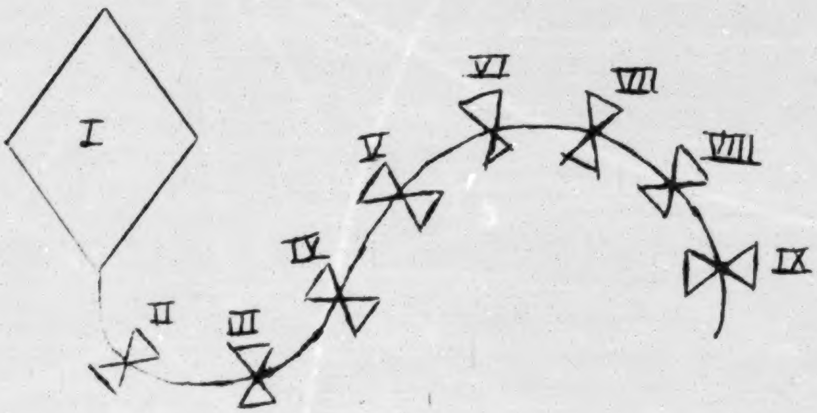
Construction or manila paper
Yarn
Pencils/crayons
Stapler

Procedure:

This activity is to serve as a framework for the counselor/teacher to use with any size group over a flexible period of time.

For the introduction of this unit refer to the Resource Index for material related to the uniqueness of the individual (see category, "Self Image").

As the students proceed with the activities in this unit they will create their own person "Fly High Kite". The kite and each tail segment are to symbolize meaningful experiences with the following activities:



I. Personal clues or unique tag that identifies student. Ideas of things that may be included: Zodiac sign, nicknames, picture of home, number of brothers/sisters, nationality, telephone number, address.

II. Feelings - Refer to Values Clarification, page 95 and draw or write choice identified with . . .

III. Things I Can Do Well - sports, school, home, music, arts, shop, etc.

IV. Dreams/Wishes -
  A. Fantasy goals (on inside of tail segment)
    1. What would you like to be and/or do? - Brainstorm
    2. Draw or write
  B. Realistic goals
    1. Look back to tail No. III to things you do well --- expand on them.
    2. List three goals they would like to accomplish by the time school is out.
    3. Look at fantasy side of the tail segment and pick something you like to do and would like to do better.

V. Physical Statistics - height, weight, color of eyes, color of hair, fingerprint

VI. Food I Like

VII. People I Like - peers, adults, idols, etc.

VIII. Validation - each student writes his name on a tail segment. The segments are passed around to each member of the group who draws or writes something they like about each individual whose name is on the segment.

IX. Autographs - each student signs each other's tail segment as a culminating activity.

These are some of the suggested activities for making tail segments. You may wish to add or substitute others.

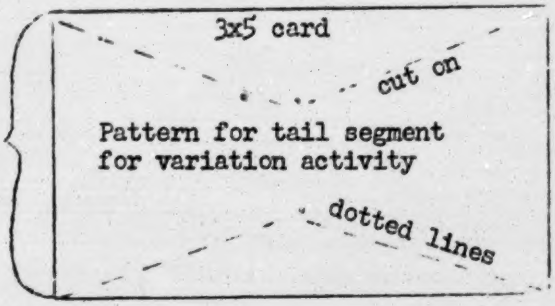
Pattern for tail segment at end of unit.

Supplementary Activities:

I. A game using the Kite tag as a personal description card. See Our Care Package, page 76 for rules and procedures.

II. Variation of Fly High Kite
Objectives: To give student some positive feelings about himself.
To get students to know one another.
To improve interpersonal relations between students, especially where friction has been noted. (This would be good practice to help students to look for good qualities in people they may not have known or liked.)

Materials: For kite - construction paper, crayons, scissors, yarn or string and stapler.
For tail segments - patterns for tail segments, white paper, scissors, pencils and stapler.



Place this edge of pattern on folded side of paper when cutting out tail segment

Procedure: 1st activity - each student makes a kite that identifies him. On it he would put his name surrounded by drawings or words that relate to him.
Example: Draw your favorite food, show your favorite color, draw the thing you like to do best, etc.
Add string to the bottom of kite.

2nd acitivity - (To be done each day for a week.) each student cuts out a tail segment. He write his name on the segment and passes it around the group. Each student writes a word on the tail segment that tells something good or nice about the person it belongs to. When the tail segment gets back to the person it belongs to, he staples it on the kite string. When everyone is finished the teacher/counselor gives the following directions:
"Tomorrow I want you to be aware of the others in your group and think of one good thing or word you can write on another tail segment for them."
This procedure continues until there are five tail segments on the kite tail and then the kites can be displayed or taken home by the students.

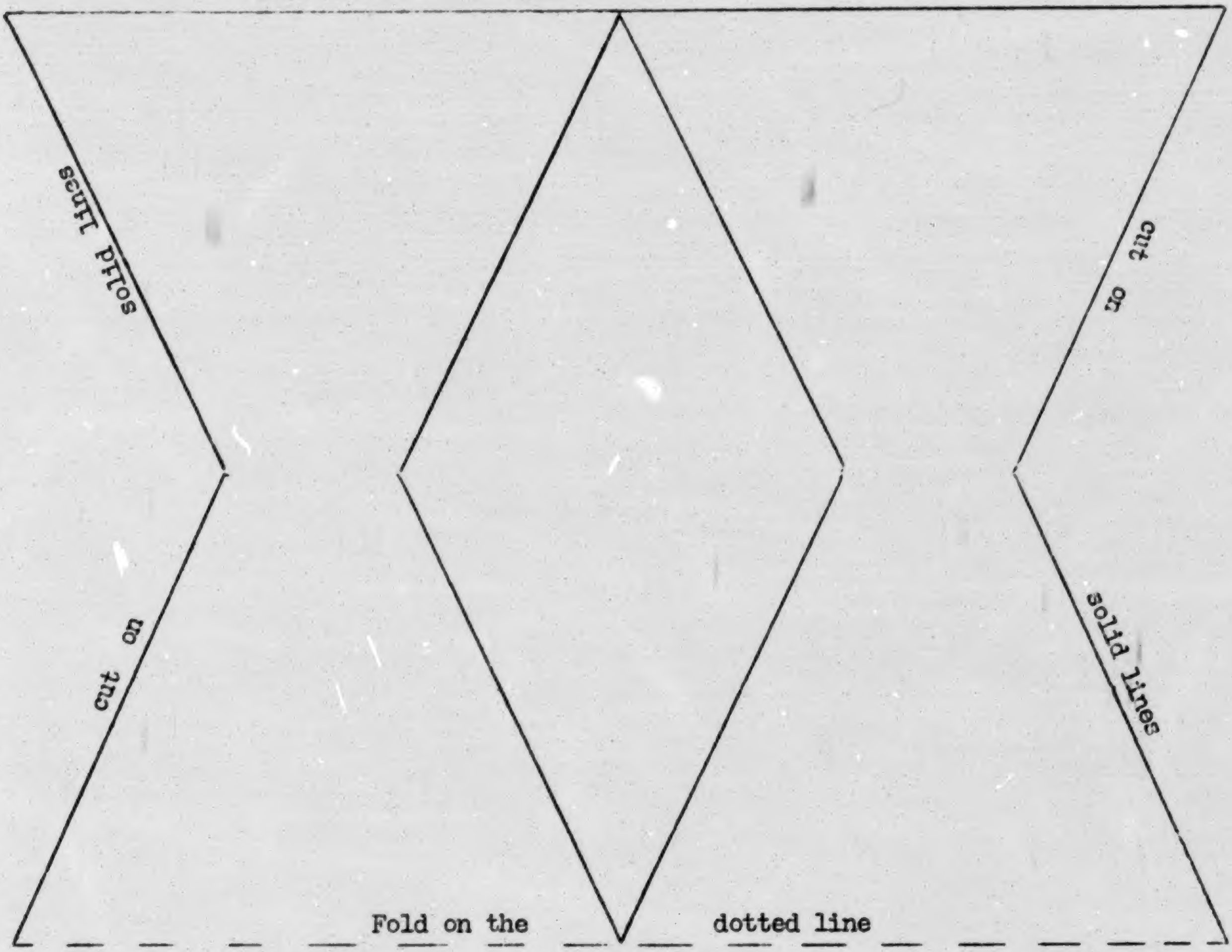
References:

Simon, Howe, Kirschenbaum, Values Clarification, Hart Publishing Company, Inc., New York

Our Care Package of Development Guidance for the Elementary School, compiled by Pinellas County Counselors, 1960 E. Druid Road, Clearwater, Florida 33516.

Resource Index for Developmental Guidance Activities in the Elementary School, compiled by Pinellas County Counselors, 1960 E. Druid Road, Clearwater, Florida 33516.

Pattern for Tail Segment



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* Resource Index refers to Developmental Guidance Resource Index, Fall 1973 compiled for and by elementary counselors, Pinellas County Schools system, 1960 E. Druid Road, Clearwater, Florida. This resource index categorizes and describes guidance materials being used in Pinellas County.